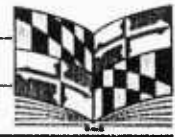


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Md. Y 3. Pa 22:2/H/1996
Maryland. Paraprofessional
Task Force.
Report of the

Michael S. Miller
Director

October 2, 1996



Janet Marsh
Maryland State Dept. of Education
200 West Baltimore St.
Baltimore, MD 21201-2595

Re: Task Force on Educational Assistants
and Paraprofessionals in the Public
Schools of Maryland

Dear Ms. Marsh:

The Maryland State Law Library has an on going program to further develop its comprehensive collection of Maryland legislative history resources. Part of this program has been designed to identify and acquire reports, studies and other types of printed materials generated by Executive, Legislative, or Judicial study commissions here in Maryland.

The purpose of this particular inquiry, is to solicit copies of your task force/study commission meeting minutes, interim and final report. Based on our experience with research done on legislative intent and history of legislative enactments emanating from recommendations of bodies such as yours, these materials often provide important information that may not be available from any other source.

Please contact Ruth Hodgson, of our library staff, (410) 974-3395, for any arrangements that would be the most convenient for you in fulfilling this request.

Thank you.

Sincerely,

Michael S. Miller

MSM:rlh

MD 52:54/1992



Michael S. Miller
Director

MARYLAND
STATE
LAW LIBRARY

101 West Baltimore St.
Baltimore, Maryland 21201-1907
Phone: (410) 538-1300



James M. Miller
Maryland State Dept. of Education
300 West Baltimore St.
Baltimore, MD 21201-1202

Re: Task Force on Educational Assessment
and Transitions in the Public
Schools of Maryland

Dear Mr. Miller:

The Maryland State Law Library has an ongoing program to further develop its comprehensive collection of Maryland legislative history resources. Part of this program has been designed to identify and acquire reports, studies and other types of printed materials generated by Executive, Legislative, or Judicial study commissions that in Maryland.

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Please contact Ruth Hodgson, of our library staff, (410) 534-3392, for any arrangements that would be the most convenient for you in fulfilling this request.

Thank you

Michael S. Miller

MSM:rb

(410) 534-3392 • Fax (410) 534-3393
TDD (410) 534-3394 • TDD (410) 534-3395

Minutes of Paraprofessional Task Force

Tuesday, September 10, 199~~8~~6

Mr. Thomas Hendershot, Esq., Chair of the Task Force, welcomed committee members and thanked them for serving. He then asked each Committee member to introduce himself/herself. The following members were present: Mr. Thomas Hendershot, Esq., Sen. David Craig, Delegate Salima Marriott, Ms. Kandace Chase, Ms. Sarah Matisick, Ms. Jean Sax, Ms. Judith Perkins, Ms. Gail Riley, Ms. Marcella Kehr, Ms. Harriett Ghee, Ms. Loretta Johnson, Ms. Ann Lytle, Ms. Beatrice Gordon, Mr. Bob Lazarewicz, Ms. Debbie Bostian, Dr. Lawrence Leak, Dr. Gloria Horneff, Ms. Sandra Marx, Dr. Rosemary Wolfe, and Ms. Judy Berman. Staff members from the Maryland State Department of Education, the Maryland State Teachers Association, and Montgomery County Council for Support Service Employees were also introduced.

Mr. Hendershot then introduced Janet Marsh, Chief of the Teacher Licensure/Certification Branch of the Maryland State Department of Education, who reviewed the contents of a packet of materials relative to the issue of paraprofessionals.

Mr. Hendershot reviewed the "charge" set forth in House Bill 1309, which created the Task Force and resolved that "the Task Force shall review the present utilization of educational assistants and paraprofessionals by the county board of education and make recommendations on:

- (1) Entry level standards for educational assistants and paraprofessionals;
- (2) Training and experience to be required of educational assistants and paraprofessionals;
- (3) The development of examinations for entry into educational and professionals careers;
- (4) The licensing of educational assistant and paraprofessionals.
- (5) Career ladders that educational assistants and paraprofessionals can anticipate following; and
- (6) Other matters that the Task Force considers of significance.

Mr. Hendershot stated that there was a basic "threshold question"--whether there should be licensing/certification of educational assistants and paraprofessionals? If the consensus of the Task Force was negative, then there was no reason for the Task Force to make recommendations on the issues set forth above. If the answer was affirmative, then the Task Force needed to address those issues as well as other related issues including the status of current employees, grandfathering and to what extent, and who pays to meet the certification requirements. He then asked for comment or discussion from the members. The following represents a summary of the comments.

- . The term "paraprofessional" needs to be clearly defined.
- . There must be local flexibility regarding qualifications for entry level.
- . There should be uniform standards across the state.
- . If standards recommended, who would implement--State Board or Legislature?
- . The Legislature's intent was not to set standards.

Minutes of Paraprofessional Task Force
Tuesday, September 10, 1997

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There should be uniform standards across the state.
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The Legislature's intent was not to set standards.

- . Are there minimal qualifications that someone needs to have?
- . Does language "professionals who work with children" limit scope?
- . The intent should be to provide incentives, to recognize those who have made a life-long commitment to children.
- . If it involves over 8,000 people, don't make it so rigorous that it puts current staff out of a job.
- . Insufficient programs at community college level. (Dr. Rosemary Wolfe ✓ from the Maryland Assoc. of Community Colleges will investigate and report findings.)
- . Recognize that the entry level is just a first-step for many.
- . Set standards that require certain core knowledge, experience.
- . Set qualifications, then standards will follow.
- . Not asking for college degree, just standards.
- . Some classifications are different such as speech pathologist. Must be different definitions.
- . Supervision of paraprofessionals is another issue.
- . It is possible to set standards without requiring certification/licensure.[?]
- . What is the cost to local school systems?
- . Cost to the paraprofessionals is important.
- . Some paraprofessionals already meet standards in certain areas such as special education. Must have medical/technical knowledge as well as educational knowledge.
- . Standards would provide well-deserved recognition.
- . Paraprofessionals attend workshops yet not given credit. No validation for attending courses, workshops, etc. in some locals.
- . If training is a must, then should be provided by state or local employer.
- . Specific training should be easily available.
- . There are employee relations issues such as compensation.
- . Should have levels of validation for those who choose not to continue training or education.

Mr. Hendershot advised the Task Force that the majority vote rules. Whenever necessary, he will ask for a motion, then a second, and then call for a majority vote.

The Plan of Action for the Task Force will be as follows:

- . Task force members will submit proposed definitions of paraprofessional and all relevant backup materials from their organization, their own reading, or from their own hand to Janet Marsh by close of day, Friday, September 13. This information will be duplicated and handed out at the next meeting to be held on September 20.
- . Task force members will provide their own copies for distribution to all members on September 20 if they cannot meet the September 13 deadline.
- . At the September 20th meeting, the various definitions of paraprofessional

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Minutes of Paraprofessional Task Force

will be discussed. Ms. Laura Burton-Graham, Assistant Attorney General with the Maryland State Department of Education, will provide information on the legal issues. By the end of the meeting, the Task Force will come to closure on the definition of paraprofessional. They will then move to discussion on the "threshold question" of whether there should be a uniform requirement, certification, licensure, or something else.

. At the October 9th meeting, the Task Force will continue the discussion on the "threshold question"--whether there should be licensing/certification of educational assistants and paraprofessionals and come to closure on it. If the consensus is no, there is no need to address the other related issues. Therefore, the October 9 meeting will be critical.

. At the October 23rd meeting, the Task Force will discuss issues such as affordability, employee relations, etc. and begin to prepare draft report by November 6.

Janet Marsh gave a brief overview of the Educational Assistants/Paraprofessionals Survey Analysis conducted by the Maryland State Department of Education and asked questions relevant to the survey.

Mr. Hendershot then asked task force members for their organization's position, if any, on the issue. The following represents a summary of the various positions.

- . Policy issue of state vs. local control.
- . Authority of local education agencies to determine collective bargaining.
- . Concern with policy issue of state vs local; license; and great variety of people.
- . Provide resource and give credit.
- . Who should set standards; inconsistencies; what qualifications are; needs driven; wants consistency.
- . Paraprofessionals need to be recognized. They receive no incentives or respect.
- . Cost of godfathering.
- . Paraprofessionals are integral part of educational system.
- . Pushed for legislation for years.

Mr. Hendershot thanked task force members and reminded them to submit all materials on definition of paraprofessionals with appropriate back-up materials to Janet Marsh by September 13.

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- Policy issue of state vs local control

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Minutes of Paraprofessional Task Force Friday, September 20, 1996

Mr. Thomas Hendershot, Esquire, Chair of the Task Force, began the meeting with a review of the September 9, 1996 meeting minutes. The minutes were accepted as submitted.

The following members were present: Barbara Abramson, Judy Berman, Debbie Bostian, Kandace T. Chase, Harriett Ghee, Thomas Hendershot, Gloria Horneff, Loretta Johnson, Marcella Kehr, Bob Lazarewicz, Lawrence E. Leak, Ann Lytle, Salima S. Marriott, Sandra Marx, Sarah Matisick, Judith A. Perkins, Gail Riley, Jean F. Sax, Rosemary Wolfe, Betty Workman

Mr. Hendershot indicated the purpose of this meeting was to come to agreement on the definition of instructional assistant/paraprofessional.

Six proposed definitions were distributed for discussion. They were submitted by: Montgomery County Council of Supporting Services Employees, Inc., Howard County Public Schools, Prince George's County Public Schools, Anne Arundel County Public Schools, Office of the Attorney General, and Maryland State Teachers Association.

The following summarizes the discussion on the definition of paraprofessionals. Common elements include:

- assisting teachers under some level of supervision
- addressing the level of supervision
- selecting the tasks to be performed
- determining what duties, other than instructional, such as cafeteria, playground, hallway, etc., should be included in the definition.

An editorial amendment was offered on Part 1 of the definition submitted by the Maryland State Teachers Association (MSTA), as follows:

- 1) Whose positions are instructional in nature and may also include the delivery of other direct or indirect services to children, youth and/or their parents.

The Task Force voted on the offered amended change and rejected it.

A second amendment was proposed to Part 1 of the MSTTA definition, as follows:

- 1) insert the word "primarily" before the word "instructional", so it reads: "Whose positions are primarily instructional in nature..."

The Task Force voted to add the word "primarily" (11 in favor and 7 opposed).

A suggestion to either define "instructional program" or change "instructional" to "educational" was rejected after much discussion.

A motion was made to delete #1 entirely and use #2 as the definition of paraprofessional. This motion failed.

Discussion continued on Part 2 of the Maryland State Teachers Association definition regarding changing "certificated staff member" to "professional staff member".

Another amendment to Part 2 of the Maryland State Teachers Association definition was proposed, as follows:

- 2) Who work under the direction of a certificated staff member. (Delete all the other language.)

Additional language offered to add "and supervision" after direction.

The Task Force voted to have Part 2 remain without deletion of language (11 in favor, 8 opposed).

See attached definition in final form for instructional assistants/paraprofessionals.

After the break, Mr. Hendershot referred to the agenda and the September 10 minutes relative to the "threshold question" of whether there should be licensing/certification of instructional assistants/paraprofessionals. The Task Force could conclude at the next meeting (October 9) that no uniform requirement may even be necessary. Questions to be addressed at the next meeting are: What is the problem? What is the purpose? What is driving the local education agencies toward certification of paraprofessionals? Is this needed? What will be the cost to state government?

At the next meeting, Ms. Janet Marsh will present several job descriptions from the LEAs. The issue regarding the need for a statewide requirement versus a local requirement will be addressed by the Task Force.

At the October 9 meeting the legislative intent will be "put on the table". The original bill was for Baltimore City instructional assistants/paraprofessional certification only. Can this issue be addressed through the job description? The Task Force will vote on the above issues at the next meeting.

The Task Force voted to only allow a proxy vote for members who attended the September 20 meeting.

A motion was made to amend the definition of "personnel" and was 5) as the definition of "personnel".
This motion failed.

Discussion continued on Part 2 of the National State Teachers Association definition regarding changing "certified staff member" to "professional staff member".

Another amendment to Part 2 of the National State Teachers Association definition was proposed as follows:

Who will make the decision of a certified staff member. (Listed in the text.)

Additional language offered in the "and" question, after discussion.

The Task Force voted to have Part 2 remain with the definition of language (1) in favor of proposed.

The second definition is that for instructional materials/personnel.

After the break, Mr. Hershman referred to the agenda and the September 10 minutes to the "threshold question" of whether there should be instructional materials/personnel. The Task Force could conclude at the next meeting (October 9) that no minimum requirement may even be necessary. Question is for submission at the next meeting. What is the purpose? What is the problem? What is driving the local education agency toward a definition of instructional materials? Is this needed? What will be the cost to state government?

At the next meeting, Mr. Hershman will present several job descriptions from the LEA. The issue regarding the need for a minimum requirement versus a local requirement will be addressed by the Task Force.

At the October 9 meeting the legislative intent will be "put on the table". The original bill was for Instructional Materials/personnel certification only. Can this issue be addressed through the job description? The Task Force will vote on the above items at the next meeting.

The Task Force voted to only allow a proxy vote for members who attended the September 10 meeting.

FINAL APPROVED DEFINITION OF PARAPROFESSIONAL

Paraprofessionals are defined as employees:

1. Whose positions are primarily instructional in nature and may also include the delivery of other direct or indirect services to children, youth and/or their parents; and
2. Who work under the direction and supervision of a certificated staff member who is responsible for the overall conduct and management of the education and related services programs, including the design, implementation and evaluation of such programs, and the assessment of the impact on student progress and other education outcomes.

THRESHOLD QUESTION IS:

Should the Task Force recommend to the legislature that there be a certificate/license/permit for paraprofessionals in the State?

Mr. Haddad, reviewed the agenda and introduced Mr. Larry Burton-Graham, Assistant Attorney General. Mr. Burton-Graham was asked to submit legal issues that may present if a certificate/permit for paraprofessionals was implemented. The following issues were presented.

- Professional Educators Teacher Education Board (PTEB) and the State Board do not have the authority to issue requirements for certification or licensure of paraprofessionals. Authorizing authority would need to be changed through legislation.
- A proposed issue regarding a licensing requirement would need to address all paraprofessionals previously employed prior to implementation of licensure and certification. Either a grandfather clause or issuance of temporary certificates would need to be considered.
- The State Superintendent must keep records, certificates, diplomas for all certificated employees. This would require more keeping for an additional 10,000 certificated employees. This would have a fiscal impact for the Division of Certification and Accountability.
- Level of contracts for paraprofessionals would need to address a 2 year probationary period similar to teachers. Teacher contract would need to be addressed through legislation.
- Collective bargaining would need to be addressed. A gap was identified relative to Title 5, Subtitle 2 and Subtitle 3. Possible solution would be to amend Subtitle 4 to include paraprofessionals or create a new statute to address the current limits that would need to be changed.

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1. Whose positions are primarily instructional in nature and may also include the delivery of other direct or indirect services to children, youth and/or their parents, and
2. Who work under the direction and supervision of a certified staff member who is responsible for the overall conduct and management of the education and related services program, including the design, implementation and evaluation of such program, and the assessment of the impact on student progress and other educational objectives.

THRESHOLD QUESTION IS:

Should the Task Force recommend to the legislature that there be a certificate/licensure for paraprofessionals in the future?

Minutes of Paraprofessional Task Force

Wednesday, October 9, 1996

Mr. Thomas Hendershot, Esquire, Chair of the Task Force began the meeting with a review of the September 20, 1996 meeting minutes. The minutes were accepted as submitted.

The following members were present: Barbara Abramson, Judy Berman, Debbie Bostian, Kandace T. Chase, David R. Craig, Harriett Ghee, Beatrice Gordon, Thomas Hendershot, Judy Hendrickson, Gloria Horneff, Marcella Kehr, Bob Lazarewicz, Lawrence E. Leak, Ann Lytle, Sandra Marx, Sarah Matisick, Judith A. Perkins, Gail Riley, Jean F. Sax

Proxy votes were sent in by Delegates Salima S. Marriott and Betty Workman, Ms. Lorretta Johnson, Dr. Rosemary Wolfe.

Mr. Hendershot reviewed the agenda and introduced Ms. Laura Burton-Graham, Assistant Attorney General. Ms. Burton-Graham was asked to submit legal issues that may possibly be raised if certification/licensure for paraprofessionals were implemented. The following issues were presented.

- Professional Standards Teacher Education Board (PSTEB) and the State Board do not have the authority to issue requirements for certification or licensure of paraprofessionals. Authorizing statute would need to be changed through legislation
- A personnel issue regarding a licensing requirement would need to address all paraprofessionals previously employed prior to implementation of licensure/certification. Either a grandfather clause or issuance of license/certificate would need to be considered.
- The State Superintendent must keep records, credentials, diplomas for all certificated employees. This would increase record keeping for an additional 10,000 certificated employees. This would have a fiscal impact for the Division of Certification and Accreditation.
- Level of contracts for paraprofessionals would need to address a 2 year probationary period similar to teachers. Tenure dismissal would need to be addressed through regulations.
- Collective bargaining would need to be addressed. A gap was identified relative to Title 6, Subtitle 5 and Subtitle 4. Possible solution would be to amend Subtitle 4 to include paraprofessionals or create a new statute to address the current limits that would need to be changed.

- An interstate agreement would need to address reciprocity from one state to another.
- An appeal process/system would need to be established to determine rulings on certificated staff who have not fulfilled or completed specific requirements.
- COMAR would need to address attendance, notification of sick leave, death leave, loss of pay, evaluation requirement because paraprofessionals would fall into this category

The task force discussed other issues for consideration.

- Certification/licensure may possibly be an issue for consideration by individual jurisdictions.
- Education is a statewide issue with the General Assembly having overall authority.
- Currently there are no education regulations that apply to just one jurisdiction although other agencies have done so through the Administrative, Executive and Legislative Review Process (AELR)
- Impact on Special Education students, due process and Individuals With Disabilities Education Act (IDEA) may cause liability issue. For example, a parent could claim their child is not receiving the highest entry level certificated paraprofessional and could request a due process hearing for private placement reimbursement, and attorney fees if one jurisdiction certifies paraprofessionals and other jurisdictions do not.
- Currently paraprofessionals on the Eastern Shore are excluded from collective bargaining units. Would they remain exclusive, a separate group, or be included with other existing units i.e. teacher unit?
- Professional development plans require continuous classwork etc., who would determine and develop professional development plan for paraprofessionals?

Other possible options were discussed by the Task Force Committee:

- Remove licensure issue and define locally by job description (This could be done through COMAR not legislation).
- Set minimum requirements for LEA's employment standards i.e. High School diploma.

- Issue to address licensure versus LEA employment standards.

Ms. Janet Marsh reviewed LEA's employment standards and revealed the survey that the Division of Certification and Accreditation did showed requirements were varied. See enclosure revealing all various functions and duties.

- Another issue for consideration is small LEA's requirements vs. large LEA's requirements, difference may cause some discrepancies.

After the break, the memo by Marcella Kehr and Gail Riley was distributed. Please see attached, the following issues were raised.

- Cost to state vs. Cost to LEA's
- Small LEA's depend on part-time assistants
- Cost to MSDE, please see attachment

A review of threshold questions was introduced.

- Should we recommend licensure/certification of paraprofessional?
- Should we recommend anything? If yes, what?

The proxy vote issue was addressed. An open discussion of the dedication of paraprofessionals was agreed upon by all Task Force members.

The following additional issues were presented:

- Legal issues call for more in-depth study
- Respect doesn't come from hourly wage and a "piece of paper"
- Should an additional task force study be recommended?
- Do we have a recommendation for the legislature?

Action required on the following items:

- Do we recommend licensure/certification to the legislature?
- Do we affirm recommend against licensure/certification?
- Do we not make recommendation but offer some alternatives?

Motions Taken:

Shall we recommend paraprofessional licensure/certificate statewide? Motion 2nd

-First vote was taken to recommend to legislature statewide licensure/certificate

Vote - For 3

Opposed 20

-Second discussion, recommend to Governor that only Baltimore City issue licensure/certificate to paraprofessionals.

-Delegate Marriotts position was addressed, discussed and dismissed

Motion: To constitute a Task Force to continue to study the issue.

Vote - For 3

Opposed 20

Third motion voted upon - Should recommendation be that licensure/certificate be allowed for any single LEA?

Vote - For 3

Opposed 20

Next discussion included absence of licensure/certificate should uninformed recommendations/ standards be addressed for employment, possibly conferring a committee to study further considerations?

Motion to review documents distributed be discussed at the next meeting.

- What if any guidelines would this committee want to report on? Consider the following three issues and address in the final report.
- Recommend guidelines at all?
- Should Higher Education suggest study group?
- How should we incorporate all information into report?

Vote taken in favor of studying these options.



344 North Charles Street • Baltimore, MD 21201-4374
410-727-7676 • 800-448-MSTA • FAX: 410-783-0585

Board of Education of Allegany County

Karl Kirby Pence, President
Patricia A. Foerster, Vice President
Michael A. Butera, Executive Director

September 23, 1996

TO: Janet Marsh

FR: Dale Templeton *Dale*

RE: *FYI*

Enclosed is information you may find of interest.

If I can be of further assistance, please call me.

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Board of Education of Allegany County

108 Washington Street, P.O. Box 1724
Cumberland, Maryland 21502-0439
Telephone (301) 759-2000

VACANCY ANNOUNCEMENT

TEACHER ASSISTANTS

PRE-KINDERGARTEN AND KINDERGARTEN

SALARY: ~~\$11,000~~ - ~~\$17,038~~
12,236 - 17,546

QUALIFICATIONS: Must have an interest and desire to work with children.
Must possess a high school diploma or completion of G.E.D. requirements.
Must be able to cooperate and work with classroom teacher.
Should have previous training or experience working with children.

A person presently employed by the Board of Education need only notify the personnel office, in writing, of his/her interest in applying for this position.

In accordance with state law anyone hired who will have contact with our school children, must be fingerprinted and submit to a criminal background investigation.

THIS ADVERTISEMENT IS TO CREATE A POOL OF APPLICANTS TO FILL POSITIONS WHICH MAY BE AVAILABLE AFTER AUGUST 1, 1994, SUBJECT TO THE AGREEMENT BETWEEN THE BOARD OF EDUCATION OF ALLEGANY COUNTY AND ACSEC.

DUTIES:

Assists in the follow-up of instructional activities as planned and presented by the classroom teacher.
Provides assistance to enable classroom teachers to spend more time with children.
Allows children the opportunity to identify with additional interested adults.
Promotes effective utilization of teacher's time and talents by preparing for the use of necessary instructional and audio visual materials as a result of team planning.
Provides pertinent information to teachers that will assist in the development of the individual.
Assumes paraprofessional role and regular duties assigned by teacher and/or appropriate administrator.

**SUBMIT
APPLICATION
TO:**

James M. Smith
Director of Personnel
Board of Education of Allegany County
108 Washington Street
Cumberland MD 21502

CLOSING DATE: ~~August 1, 1994~~

AN EQUAL OPPORTUNITY EMPLOYER



Board of Education of Allegany County

108 Washington Street, P.O. Box 1724
Cumberland, Maryland 21502-0439
Telephone (301) 759-2000

Robert E. Terrill
Superintendent

VACANCY ANNOUNCEMENT

TEACHER ASSISTANTS - CHAPTER I

STATE/FEDERALLY FUNDED

SALARY: \$11,000 - \$17,038
\$12,236 - \$17,546

QUALIFICATIONS: Must have an interest and desire to work with children.
Must possess a high school diploma or completion of G.E.D. requirements.
Must be able to cooperate and work with classroom teacher.
Should have previous training or experience working with children.

A person presently employed by the Board of Education need only notify the personnel office, in writing, of his/her interest in applying for this position.

In accordance with state law, anyone hired who will have contact with our school children, must be fingerprinted and submit to a criminal background investigation.

THIS ADVERTISEMENT IS TO CREATE A POOL OF APPLICANTS TO FILL POSITIONS WHICH MAY BE AVAILABLE AFTER AUGUST 1, 1994, SUBJECT TO THE AGREEMENT BETWEEN THE BOARD OF EDUCATION OF ALLEGANY COUNTY AND ACSEC.

DUTIES: Assists in the follow-up of instructional activities as planned and presented by the classroom teacher.
Provides assistance to enable classroom teachers to spend more time with children.
Allows children the opportunity to identify with additional interested adults.
Promotes effective utilization of teacher's time and talents by preparing for the use of necessary instructional and audio-visual materials as a result of team planning.
Provides pertinent information to teachers that will assist in the development of the individual.
Assumes paraprofessional role and regular duties assigned by teacher and/or appropriate administrator.

SUBMIT
APPLICATION
TO:

James M. Smith
Director of Personnel
Board of Education of Allegany County
108 Washington Street
Cumberland, Maryland 21502

CLOSING DATE: ~~August 1, 1994~~

AN EQUAL OPPORTUNITY EMPLOYER



Board of Education of Allegany County

A94-5

108 Washington Street, P.O. Box 1724
Cumberland, Maryland 21502-0439
Telephone (301) 759-2000

Robert E. Terrill
Superintendent

VACANCY ANNOUNCEMENT

TEACHER ASSISTANTS

SPECIAL EDUCATION

SALARY: \$11,880 - \$17,838
\$12,236 \$17,544

QUALIFICATIONS: Must have an interest and desire to work with learning disabled, mentally disabled, and physically disabled children. Must possess a high school diploma or completion of G.E.D. requirements. Must be able to cooperate and work with classroom teacher. Should have previous training or experience working with disabled children.

A person presently employed by the Board of Education need only notify the personnel office, in writing, of his/her interest in applying for this position.

In accordance with state law anyone hired who will have contact with our school children, must be fingerprinted and submit to a criminal background investigation.

THIS ADVERTISEMENT IS TO CREATE A POOL OF APPLICANTS TO FILL POSITIONS WHICH MAY BE AVAILABLE AFTER AUGUST 1, 1994, SUBJECT TO THE AGREEMENT BETWEEN THE BOARD OF EDUCATION OF ALLEGANY COUNTY AND ACSEC.

DUTIES:

Assists in the follow-up of instructional activities as planned and presented by the classroom teacher.
Provides assistance to enable classroom teachers to spend more time with children.
Allows children the opportunity to identify with additional interested adults.
Promotes effective utilization of teacher's time and talents by preparing for the use of necessary instructional and audio visual materials as a result of team planning.
Provides pertinent information to teachers that will assist in the development of the individual.
Assumes paraprofessional role and regular duties assigned by teacher and/or appropriate administrator.
Assists physically disabled children with mobility.
Assists disabled children with personal needs.

SUBMIT
APPLICATION
TO:

James M. Smith
Director of Personnel
Board of Education of Allegany County
108 Washington Street
Cumberland MD 21502

CLOSING DATE:

AN EQUAL OPPORTUNITY EMPLOYER

RECEIVED SEP 13 1996

P.01

**SECRETARIES/ASSISTANTS ASSOCIATION
of ANNE ARUNDEL COUNTY (SAAAAC)**P.O. Box 9764
Arnold, Maryland 21012Dee Zepp, President
Telephone (410) 974-1294

September 12, 1996

FAX MESSAGE**To: Dale Templeton****From: Jeanne Jones**

With this cover are job descriptions for the Teacher Assistants in Anne Arundel County. Linda James asked me to send them to you. I hope they are what you want.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

TITLE:

HEALTH ROOM ASSISTANT

NO. 058

ORGANIZATIONAL UNIT:

Department of Student Support Services

REPORTS TO:

School R. N./Nursing Supervisor

ESSENTIAL JOB FUNCTIONS:

Manages the activities of the school's healthroom under the direction and supervision of the school nurse. These duties include first aid and administration of medication as delegated by the school nurse. Additionally, performs a variety of health related maintenance duties as indicated by the health profile of students needing assistance during the school day. Responsibilities may include a variety of health tasks and clerical work in assisting students with health related needs. Nature of work involves lifting, positioning, pushing, and aiding in bodily functions, as needed. Work is planned and implemented under the direction of the principal and the supervision of the school nurse.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

These examples are illustrative and not all inclusive:

1. Administers medication as ordered by physician and delegated by school health professional.
2. Provides first aid (including CPR) to students/staff.
3. Maintains log of health room visits.
4. Reviews student immunization records and health inventories referring all positive findings to school health professional.
5. Provides or assists with screening for scoliosis, vision/hearing and nuisance conditions.
6. Assists in preparing accident or health reports as appropriate.
7. Assists in review of records of communicable diseases when an outbreak occurs at a particular school.
8. Provides assistance to health professionals or parents in catheterization, mouth suctioning, or other health care needs and as delegated by the school health professional.
9. Assists in toileting involving lifting and positioning, and toilet training when appropriate.
10. Assists with feeding of students who have physical handicaps.
11. Assists in positioning of students to alleviate stress due to their health related condition.
12. Assists in monitoring indicators of special dressings or equipment so that they may report to professional or parent.
13. Assists professional in putting on, adjusting or taking off of braces.
14. Can assist with attendance calls and records.
15. Other duties as assigned.

SUPERVISION AND GUIDANCE RECEIVED:

Works under the general supervision of the school health professional. Also receives directions from the principal. Evaluations are completed by the school nurse/nursing supervisor with input from the principal.

QUALIFICATION REQUIREMENTS:

1. High school diploma or equivalency certificate.
2. Must be physically capable of physically assisting physically disabled students often involving lifting, positioning, pushing, and aiding in bodily functions, as needed.
3. Ability to exercise good judgment in dealing with students, parents, administrators and other employees and the general public.
4. Have up-to-date training in First Aide and CPR procedures and practices as approved by Board of Education within three (3) months of assignment/appointment.
5. Appropriate training for all specialized health duties as provided by Board of Education/parents and delegated by school nurse.
6. Provide own transportation (there may be a need to travel from school to school).
7. Willingness to carry out policy and procedures concerning the management of communicable diseases both personally and for school staff.
8. Successful completion of all required tests and/or appropriate training.

APPROVED: August 1992**REVISED:** July 1995, February 1996

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

TITLE: PERMANENT SUBSTITUTE TEACHER (ASSISTANT) **NO. 907**
ORGANIZATIONAL UNIT: Department Of Instruction
REPORTS TO: Principal or Designee

GENERAL STATEMENT OF WORK:

Serves in a substitute capacity on a permanent basis for an absent teacher(s) by continuing daily instruction in all areas of curriculum. At other times, assists teachers/students with special projects; works with students individually or in small groups to reinforce subjects initially introduced by the teacher; or supervises students to provide relief time to teachers for planning periods, conferences and related professional activities; and performs a variety of clerical tasks in support of the work of the instructional staff. Work is planned and implemented under the direction of the principal and professional staff.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

These examples are illustrative and not all inclusive:

1. Serves in a substitute capacity for an absent teacher(s) following lesson plans in all areas of curriculum; or providing necessary reinforcement of instruction and materials.
2. Discusses with teacher(s) what has happened during their absence. As required, extends lesson plans and continues daily instruction during any absence(s).
3. Continues instruction and/or supervises students to provide relief time to teachers for planning periods, conferences, and related professional activities.
4. Assists teachers in planning, implementing, and evaluating instructional lessons, methods, strategies, and materials to meet individual needs of students.
5. Works with teachers/students on special projects/lessons/assignments.
6. Prepares a variety of instructional materials to include: posters, charts, transparencies, game boards/cards. Assists with bulletin boards, exhibits and displays.
7. May supervise lunch duties, playground and bus duties as directed.
8. Performs a variety of clerical tasks including correcting work papers/tests, keeping daily attendance records when teacher(s) is absent; maintaining appropriate student folders/records; and other related tasks as assigned.
9. Sets up learning, laboratory, and activity centers. Individually tutors and/or assists students having difficulties.
10. Attends and actively participates in staff development activities.
11. Performs other related duties as assigned.

SUPERVISION AND GUIDANCE RECEIVED:

Works under the general supervision of the Principal. Works under the directions of the teacher or teachers, when assigned to them. Exercises initiative and independent judgment while serving in a substitute capacity within Board Policy and Regulations.

QUALIFICATION REQUIREMENTS:

1. Completion of sixty (60) semester hours of college.
2. Willingness to learn and implement instructional methods, strategies, and techniques to assist teachers in the education of students.
3. Ability to exercise patience, courtesy, tact, and good judgment in dealing with students, teachers, administrators, fellow employees and parents.
4. Ability to independently plan and/or follow instructional lessons/assignments.
5. Successful completion of all required tests.

*Position is paid from the Classified Personnel Salary Schedule-Teacher Assistant and Permanent Substitute.

APPROVED: January 1983
REVISED: March 1990

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

TITLE:

SPECIAL EDUCATION TEACHER ASSISTANT

NO. 053

ORGANIZATIONAL UNIT:

Student Support Services

REPORTS TO:

Principal

ESSENTIAL JOB FUNCTIONS:

Assists teachers in caring for the physical and instructional needs of physically, mentally, and emotionally handicapped students in special education programs. Work of this class involves responsibility for assisting teachers with emphasis in caring for the physical needs of the students such as eating lunch and bathroom/toilet care, taking off and putting on outdoor attire, adjusting braces, walkers, wheelchairs often involving lifting, pushing, and aiding in bodily functions; assisting students with individual and group work supervised by the teacher; and working closely with students, teachers, and other professional personnel in carrying out the various special education programs at elementary and secondary grade levels. Additionally, some assignments involve carrying out instructional tasks as outlined by professional staff based upon individual student objectives and past analysis of the community site activity. Nature of work requires extensive walking, stooping, pushing, carrying, climbing, bending and lifting. Employee(s) must be capable of performing any and all of the listed duties individually or independently which may vary based upon their work location/assignment and available staffing.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

These examples are illustrative and not all inclusive.

1. Assists students on/off buses often involving lifting, pushing, and aiding in bodily functions. Monitors entry and exit of students assuring that they get to the correct classroom.
2. Helps students and/or trains them in taking off/putting on outdoor attire, shoes, personal grooming, self-help, etc. Adjusts braces, walkers, and wheelchairs often requiring pushing, lifting and/or aiding students in bodily functions.
3. Assists students with feeding. Serves beverages/snacks. Collects trays.
4. Participates in routine supervision of students while playing and resting. Aids and guides students as they move throughout the building. May supervise lunch duties, playground and bus duties as directed.
5. Assists and/or trains students in bathroom/toilet care. May be required to change diapers. Cleans/showers student(s). Washes/dries, changes soiled clothing accordingly.
6. Hears the student(s) in recitation, reading, and other curriculum tasks. Reinforces subjects initially introduced by the teacher usually working in a one-to-one situation or in small groups.
7. Works patiently and provides motivation to students who have a short attention span and/or who require individual or close attention. Employs drill work and other reinforcement techniques.
8. Assists in controlling the discipline of students. Reacts promptly in the event of seizures, disruptive behavior, or related situations. Aids students who are ill or physically uncomfortable.
9. Aids students in learning basic skills related to job - training activities.
10. Observes and gathers assessment data on student(s). Confers and discusses progress of student(s) with teachers and other professional staff.
11. May be assigned to library/media center. Assists students in selection of books of interest or relevance to the subject currently under study. May set up and operate audio-visual equipment. Reads stories aloud to students.
12. Performs a variety of clerical tasks such as preparation and up-keep of bulletin boards, collating correspondence and instructional materials, correcting tests/work papers, inventorying and requisitioning of materials, maintaining files of case records, keeping daily attendance, etc.

Off-Site Work Training Activities/Community Based Setting

13. Accompanies students to off-site work training activities and community based locations as planned by job coach or teacher.

-continued-

SPECIAL EDUCATION TEACHER ASSISTANT

Page 2

EXAMPLES OF DUTIES AND RESPONSIBILITIES: - continued**Off-Site Work Training Activities/Community Based Setting - continued**

14. Monitors safety and behavior of students on/off the bus while traveling to/from the job site.
15. Maintains emergency information on students and follows prescribed procedures in the event of an emergency situation.
16. Implements instructional plans and activities as designated by the job coach and/or teacher which often includes demonstrating tasks and skills initially introduced by the job coach or an employee. Provides reinforcement techniques to keep students focused on task.
17. Maintains public relations with management, staff, employees, customers, and others involved in off-site work training activities and/or community based settings.
18. Monitors the behavior and attitudes of students. Provides motivation to students to assist them in developing skills needed to accomplish assigned work tasks.
19. May rotate students in their assignments to allow for participation in a variety of tasks.
20. Makes adjustments to the students' on-site work tasks and/or community based activities in order to meet changes in the service/production needs of the employer/sponsoring organization. Keeps job coach informed of any major changes/adjustments, accordingly.
21. Sees to the general safety of the student at all times while at off-site locations. Gives special attention to safety factors when work conditions change or vary (i.e., weather); or when new skills, utensils, tools, and/or power equipment are being used (i.e., vacuum cleaners, cleaning solvents, powered dish washers, etc.).
22. Observes and gathers assessment data on student(s). Confers and discusses progress of student(s) with job coach, teachers and other professional staff.
23. Plans for and anticipates personal needs of students (i.e., location of toilet facilities, drinking water fountains, appropriate break times/areas, etc.) while at off-site locations.
24. May eat lunch with students while at the work site (or stays with students during their lunch break) in order to provide for supervision of students at all times.
25. Performs other duties as assigned.

SUPERVISION AND GUIDANCE RECEIVED:

Works under the general supervision of the principal. Works under the directions of the teacher or teachers, when assigned to them. May receive immediate instructions, and guidance from other professional staff.

QUALIFICATION REQUIREMENTS:

1. High School Diploma or Equivalency Certificate, preferably supplemented by formal academic courses/training in the field of child development with specific applications to the area of special education.
2. Considerable patience and the ability to work with physically, mentally, emotionally, and/or multi-handicapped students.
3. Appropriate training for all specialized handicap related care needs. Appropriate training related to seizures, disruptive behavior, etc. as provided by Board of Education workshops/in-service training.
4. Must be physically capable of physically assisting handicapped students often involving lifting, pushing, and aiding in bodily functions, as needed.
5. Must be physically capable of extensive walking, stooping, pushing, carrying, climbing, bending, and lifting of up to 50 pounds independently.
6. Ability to work harmoniously with and provide a broad range of assistance to professional staff.
7. Successful completion of all required tests and/or appropriate training.

APPROVED: May 1978

REVISED: September 21, 1982, January 1873, November 1989, December 1989, December 1990, March 1991,
April 1991, May 1992, February 1994

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

TITLE:TEACHER ASSISTANT - HEALTH ISSUES PROGRAM
(Physically Disabled Students)

NO. 058

ORGANIZATIONAL UNIT:

Department of Student Support Services

REPORTS TO:

Principal

GENERAL STATEMENT OF WORK:

Performs a variety of health related maintenance duties as indicated by the health profile of students needing assistance during the school day. Responsibilities may include a variety of health tasks and clerical work in assisting students with health related needs. Nature of work involves lifting, positioning, pushing, and aiding in bodily functions, as needed. Work is planned and implemented under the direction of the principal and the professional staff.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

These examples are illustrative and not all inclusive:

1. Provides assistance to health professionals or parents in tube-feeding, catheterization, suctioning, or other health care needs.
2. Assists in toileting involving lifting and positioning, and toilet training when appropriate.
3. Assists in positioning of students to alleviate stress due to their health related condition.
4. Assists professional or parent in suctioning of non oxygen dependent children.
5. Assists in monitoring indicators of special dressings or equipment so that they may report to professional or parent.
6. Assists professional in putting on, adjusting or taking off of braces.
7. Assists in preparing accident or health reports as appropriate.
8. Assists in review of records of communicable diseases when an outbreak occurs at a particular school.
9. Assists students who have physical handicaps related to chronic conditions, such as arthritis, asthma, epilepsy and diabetes.
10. Other duties as assigned.

SUPERVISION AND GUIDANCE RECEIVED:

Works under the general supervision of the Principal.

QUALIFICATION REQUIREMENTS:

1. High school diploma or equivalency certificate.
2. Must be physically capable of physically assisting physically disabled students often involving lifting, positioning, pushing, and aiding in bodily functions, as needed.
3. Ability to exercise good judgment in dealing with students, parents, administrators and other employees and the general public.
4. Have up-to-date training in First Aide and CPR procedures and practices as approved by Board of Education within six (6) months of assignment/appointment.
5. Appropriate training for all specialized health duties as provided by Board of Education/parent.
6. Provide own transportation (there may be a need to travel from school to school).
7. Willingness to carry out policy and procedures concerning the management of communicable diseases both personally and for school staff.
8. Successful completion of all required tests and/or appropriate training.

APPROVED: August 1989

REVISED: December 1989, April 1991

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS**TITLE:****TEACHER ASSISTANT - INTERACTIVE CABLE****NO. 031****ORGANIZATIONAL UNIT:**

Division of Media Services, Department of Instruction

REPORTS TO:

Principal

GENERAL STATEMENT OF WORK:

Provides assistance to the instructional staff related to interactive cable instruction. Nature of work involves responsibility for the day-to-day operation of the two-way interactive cable facility that includes operation of the equipment, video camera, VCR, and facsimile machine; assisting teachers utilizing the two-way cable network system in the setup and operation of equipment; and serving as the instructional monitor in the satellite classroom. Will be required to perform various clerical support tasks such as keeping logs/records; processing work papers/tests; and maintaining instructional materials, supplies, or student folders. Work is planned and implemented under the direction of the principal and the professional staff.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

These examples are illustrative and not all inclusive:

1. Sets up and operates interactive cable video camera and related equipment used to transmit communications between broadcasting and receiving facilities.
2. Makes basic adjustments to equipment/machines to achieve operational use.
3. Serves as instructional monitor in the satellite classroom.
4. Performs various clerical support tasks such as keeping student attendance records; processing work papers/tests; and maintaining appropriate student folders/records.
5. May travel between schools to deliver or receive a variety of materials including books, tests, or other instructional related items.
6. Sets up and operates the facsimile machine/equipment to send or receive various materials (i.e., tests, quizzes, homework to and from schools, and other materials as requested by school staff).
7. May video tape classroom instruction for use during other periods of the school day.
8. Reports problems and/or malfunctions with cable systems to the appropriate cable contractor. Makes arrangements for major repairs of equipment/machines with contractor as instructed.
9. Prepares a variety of instructional materials to include posters, charts, and other related items. Assists with bulletin boards, exhibits, and displays.
10. Assists in storing, inventorying, and requisition of instructional materials, supplies and equipment as directed.
11. Attends and actively participates in staff development activities.
12. Performs other duties as assigned.

SUPERVISION AND GUIDANCE RECEIVED:

Works under the general supervision of the principal. Works under the directions of the teacher or teachers, when assigned to them. May receive immediate instructions and guidance from other professional staff.

QUALIFICATION REQUIREMENTS:

1. High School Diploma or Equivalency Certificate.
2. Willingness to learn and implement instructional methods, strategies and techniques to assist teachers in the education of students.
3. Willingness to learn the correct set up and operation of interactive cable video camera and related equipment.
4. Ability to exercise considerable patience, courtesy, tact, and good judgment in working with students, teachers, administrators, fellow employees, and parents.
5. Successful completion of all required tests.

APPROVED: February 1992

REVISED:

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

TITLE: TEACHER ASSISTANT

NO. 022-59

ORGANIZATIONAL UNIT: DEPARTMENT OF INSTRUCTION**REPORTS TO:** Principal**GENERAL STATEMENT OF WORK:**

Assists the instructional staff in implementing plans and programs related to the academic or a specialized area to which assigned; performs various non-instructional tasks in direct support of the teaching-learning process. Work involves working directly with students individually or in small groups to reinforce subjects initially introduced by the teacher in all subject areas; assisting teachers in planning, implementing, and evaluating instructional lessons and programs; observing students and assessing their progress; participating in staff development activities; and the preparation of instructional materials. Work is planned and implemented under the direction of the principal and the professional staff.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

These examples are illustrative and not all inclusive.

1. Works directly with the students individually or in small groups to reinforce subjects initially introduced by the teacher.
2. Assists teachers in planning, implementing, and evaluating instructional lessons, methods, strategies and materials to meet the individual needs of students.
3. Organizes materials (prescriptions) for each group/student. Sets up learning stations, laboratory, and activity centers. Supervises students while working; assists students having difficulty.
4. Leads and/or facilitates group discussions, sharing time, individual recitation or individual work.
5. Prepares a variety of instructional materials to include posters, charts, transparencies, game boards/cards, and other related materials. Assists with bulletin boards, exhibits and displays.
6. Observes and gathers assessment data on students. Discusses observations/progress of students with instructional staff.
7. May supervise lunch duties, playground and bus duties as directed.
8. Assists in the administration of tests/assessment instruments. Records data to record books/master charts/assessment forms.
9. Performs a variety of clerical tasks including correcting work papers/tests, keeping daily attendance, maintaining appropriate student folders/records, and other related tasks as assigned.
10. Works with teachers/students on special projects/lessons/assignments.
11. Assists in storing, inventorying, and requisitioning of instructional materials, supplies, and equipment as directed.
12. Aids in organization/housekeeping tasks for laboratory, learning stations, work areas, or other instructional settings.
13. Attends and actively participates in staff development activities.

LIBRARY - MEDIA TASKS

14. Assists teachers and students in researching, selecting and/or locating appropriate print and non-print materials for use in preparation of classroom lesson/assignment.
15. Instructs students in basic media center skills and procedures. Assists with setting up learning stations and activity centers. Aids students in use of card catalog.
16. Trains and supervises students or parent volunteers in the daily operations of the media center.
17. Reads stories. Shows films. Works with small group of students to discuss and/or reinforce lesson plans and library skills.
18. Assists at the circulation desk. Registers borrowers. Dates, stamps, sorts and files books and cards.

TEACHER ASSISTANT

Page 2

19. Types and distributes overdue notices. Maintains related obligation lists/records.
20. Receives and processes new books and AV materials. Counts, stamps, labels, tags, reinforces, pastes, pockets and shelves items accordingly.
21. Receives, stamps, covers, processes and shelves journals, periodical pamphlets, paperbacks, or other printed materials.
22. Sorts and files catalog cards for print and non-print materials. Maintains current catalog cards/files by author, subject and title.
23. Keeps current film lists. Books and distributes 16MM films from the media center.
24. Operates and/or instructs students and teachers in the use of audiovisual equipment including 16MM movie projectors, filmstrip projectors, tape recorders, cassette players, etc. Assists in minor repairs and replacement of projector lamps.
25. Types requisitions, catalog cards, notices, subject bibliographies, dittos, and letters. Contacts suppliers by letter and/or telephone concerning incorrect/delayed shipments of books or materials.
26. Maintains vertical file including clippings from discarded materials for use in the file.
27. Conducts end-of-year inventory. Gathers data. Types requisitions for ordering media materials and general office supplies. Reserves books and materials for teachers.
28. Performs other related duties as assigned.

SUPERVISION AND GUIDANCE RECEIVED

Works under the general supervision of the Principal. Works under the directions of the teacher or teachers, when assigned to them. Media Aide works under the direct supervision of a media specialist. May receive immediate instructions and guidance from other professional staff.

QUALIFICATION REQUIREMENTS:

1. High School Diploma or Equivalency Certificate.
2. Willingness to learn and implement instructional methods, strategies, and techniques to assist teachers in the education of students.
3. Ability to exercise considerable patience, courtesy, tact, and good judgement in working with students, teachers, administrators, fellow employees and parents.
4. Successful completion of all required tests.

APPROVED: JANUARY 1983

REVISED:

BALTIMORE COUNTY PUBLIC SCHOOLS

Salary Schedule for Instructional Assistants, 1996-97

Effective July 1, 1996

Based Upon 21.7 Biweekly Pays

Step	HS but less than 30 Hours		HS plus 30 Hours		HS plus 60 Hours		HS plus 90 Hours		Bachelor's Degree		Step
	Annual	Biweekly	Annual	Biweekly	Annual	Biweekly	Annual	Biweekly	Annual	Biweekly	
01	12,300	566.82	12,784	589.11	13,278	611.87	13,772	634.66	14,266	657.42	01
02	13,030	600.47	13,539	623.92	14,052	647.56	14,565	671.18	15,078	694.83	02
03	13,802	636.06	14,316	659.72	14,829	683.35	15,342	706.99	15,854	730.62	03
04	14,579	671.84	15,092	695.49	15,605	719.13	16,118	742.77	16,631	766.41	04
05	15,354	707.55	15,867	731.19	16,380	754.84	16,893	778.46	17,405	802.09	05
06	16,130	743.34	16,643	766.98	17,156	790.59	17,668	814.20	18,181	837.83	06
07	16,907	779.14	17,420	802.75	17,932	826.36	18,444	849.97	18,957	873.57	07
08	17,684	814.95	18,196	838.52	18,708	862.12	19,220	885.71	19,732	909.30	08
09	18,010	829.95	18,521	853.52	19,034	877.12	19,545	900.71	20,057	924.30	09

Longevity Steps

Annual Biweekly

10 years = 833 38.41

15 years = 1,667 76.82

20 years = 2,500 115.23

23 years = 3,334 153.63

27 years = 4,167 192.04

30 years = 5,001 230.45

33 years = 5,834 268.86

Pay Dates:

08/23/96	11/15/96	02/07/97	05/02/97
09/06/96	11/27/96	02/21/97	05/16/97
09/20/96	12/13/96	03/07/97	05/30/97
10/04/96	12/20/96	03/21/97	06/13/97
10/18/96	01/10/97	04/04/97	
11/01/96	01/24/97	04/18/97	

JOB DESCRIPTION

JOB TITLE: INSTRUCTIONAL ASSISTANT

JOB CODE: 500

FUNCTION

To assist the professional staff by performing instruction-related duties and by giving individual attention and assistance to groups of students.

DUTIES

Works with groups of students to reinforce the learning situation established by the teacher, helping with skill development, reading to younger students and assisting students to effectively use library facilities or assisting in other learning activities. Helps students with self-care activities. Assists with recreational play and supervision of out-of-doors activities. May participate in field activities and assist in planning transportation needs.

Obtains, catalogs, stores, distributes, collects, and inventories instructional materials. May assist in the preparation of instructional materials. Maintains bulletin boards, display areas, and interest centers.

Sets up, adjusts, cleans, operates and performs minor maintenance on such apparatus as audiovisual equipment. May visually inspect equipment for damage. Oversees cleanup activities.

Performs classroom clerical duties such as collecting money, taking attendance, collecting assignments, and transcribing future home assignments or discussion-related topics on the chalkboard. May be required to type tests, home assignments, supporting instructional material or correspondence. Coverage of classes on a limited basis may occasionally be necessary. May serve as lunch period monitors. May be required to operate a CRT.

Performs other duties of similar scope and complexity.

JOB DESCRIPTION

**JOB TITLE: INSTRUCTIONAL ASSISTANT
LIBRARY AND MEDIA**

JOB CODE: 501

FUNCTION

To assist the professional staff by performing instruction-related duties and by giving individual and small group attention to students.

DUTIES

Assists students and teachers in the location, use, distribution, and scheduling of print and non-print materials and equipment, and in the preparation and development of instructional materials.

Assists the librarian in the preparation and organization of print and non-print materials and equipment for circulation. Assists with orders requisitions, inventories, records, and account.

Assists with the distribution of materials from library and media services.

Assists in the implementation of technology with the library through automated services.

May be required to operate CRT or IBM computers, form printer, personal computer, word processor etc.

Performs other duties of similar scope and complexity.

JOB DESCRIPTION

**JOB TITLE: INSTRUCTIONAL ASSISTANT -
FOREIGN LANGUAGE LABORATORY**

JOB CODE: 502

FUNCTION

To assist the professional staff and students in the language laboratory.

DUTIES

Assists the teacher in the preparation of recorded materials and maintains a perpetual inventory of materials and equipment.

Maintains and makes minor repairs on materials and equipment used in the language laboratory including tape decks, consoles, headsets, capstans, rollers, and heads where appropriate. Keeps an operations notebook on each language laboratory including:

- work done and date
- persistent trouble
- notes to help the electronic repairmen
- trouble calls on equipment

Supervises small groups of students in the language laboratory, and assists teachers and students in other subject areas in the use of the laboratory equipment. Checks each student's booth for damage and reports same to the teacher.

Assists in field trips and special events.

Performs clerical duties such as duplicating materials, maintaining records, and typing.

May be required to operate a CRT.

Coverage of classes on a limited basis may occasionally be necessary.

Performs other duties of similar scope and complexity.

JOB DESCRIPTION

JOB TITLE: INSTRUCTIONAL ASSISTANT -
SCIENCE LAB

JOB CODE: 503

FUNCTION

To assist in the preparation for laboratory services. To assure proper clean up and equipment storage. To assist students in the performance of lab activities. To perform related clerical duties.

DUTIES

Prepares and distributes equipment, solutions, cultures, and other laboratory materials. Sets up equipment for demonstrations. Assists in the scheduling of science facilities and related equipment. Maintains living materials such as plants, animal colonies, cultures and aquaria. Assists with clean-up procedures.

Maintains perpetual inventory of equipment and supplies. Cleans equipment and makes adjustments and minor repairs. Participates in the development and construction of teaching aides. Demonstrates new equipment.

Participates in small group instructions. Assists in planning and supervising field trips. Assists in the collection and organization of resource materials. Assists in the organization and/or supervision of seminars, fairs, and student projects.

Assists, as time permits, with clerical duties such as typing duplicating, filing record keeping.

May be required to operate CAT.

Coverage of classes on a limited basis may occasionally be necessary.

Performs other duties of similar scope and complexity.

JOB DESCRIPTION

**JOB TITLE: INSTRUCTIONAL ASSISTANT -
FAMILY STUDIES**

JOB CODE: 504

FUNCTION

To assist Family Studies teachers by performing instructional duties to improve and expand learning opportunities for individuals and small groups of students.

DUTIES

Assists in the Education for Responsible Parenthood Course by supervising and assisting small groups of students in the completion of teacher made assignments, by preparing materials to be used in the child Development Laboratory, and preparing other instructional material as directed by the teacher.

Assists in the foods and nutrition courses by setting up equipment and supplies for demonstrations, working with small groups of students in the completion of teacher assigned tasks. Assists in the management of the foods laboratory equipment and supplies may be required to assist in the Infant Development Center

Assists in the preparation of instructional materials, such as transparencies, bulletin boards, displays etc. Assists in the cataloguing, distribution and inventory of instructional materials and equipment.

May be required to type tests, home assignments, supporting instructional materials or correspondence. May also be required to operate CRT, etc.

Coverage of classes on a limited basis may occasionally be necessary.

Performs other duties of similar scope and complexity.

JOB DESCRIPTION

JOB TITLE: INSTRUCTIONAL ASSISTANT - HEALTH

JOB CODE: 506

FUNCTION

To assist the Secondary School Health Nurse in the implementation of the School Health Program.

DUTIES

Assists with first aid functions. Determines reason for student's visit and refer to the school nurse. Admits students to the health suite and refers them to school nurse for intervention. Assists with the health screening programs and records results in the health record of students.

Administers medications in accordance with policies of the Baltimore County Public School system and at the direction of the school nurse/or the principal in the absence of the school nurse.

Contacts parents or designated person to arrange transportation of ill or injured students.

May perform clerical duties such as preparing correspondence, records, and reports as required by the school nurse; answering telephone calls related to the health services program; maintaining current cumulative health records for students; preparing bulletin boards and showcase. May be required to operate a CRT.

Distributes and restores school first aid kits.

Assists in maintaining a safe and healthful school environment.

Performs other duties of similar scope and complexity.

0594

JOB DESCRIPTION

JOB CODE: 507

**JOB TITLE: INSTRUCTIONAL ASSISTANT
SPECIAL EDUCATION**

FUNCTION

To assist teachers in the implementation of classroom activities. To assist students with their personal hygiene and grooming. To perform related clerical duties.

DUTIES

Assist teachers in planning, implementing and evaluating instructional lessons, materials, strategies and materials to meet the individual and collective needs of students. Assist students individually or in groups with instructional activities, skills reinforcement activities, recreational play, supervision of out of door activities, field trip experiences and special programs. Helps maintain an attractive, neat and safe classroom.

May perform, assist and/or train students (up to 21 years of age) in self care, and personal grooming including such activities as undressing, dressing, toothbrushing, toileting, and diapering. May adjust braces, walkers and wheelchairs. May push, lift, and transfer non-ambulatory students and assist students on and off buses. May assist students with feeding.

Assist teacher in monitoring student behavior while in the classroom and the school area. Observes and gathers assessment data on students. Discusses observations/progress of students with instructional staff.

Performs a variety of clerical tasks, including correction work papers/tests keeping daily attendance log, maintaining appropriate student folders/records and other related tasks as assigned, may be required to operate a CRT etc.

Performs other duties of similar scope and complexity.

05-94

FOR THE INSTRUCTIONAL ASSISTANT - HEALTH
FOR THE INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION

FUNCTIONS

To assist the Secondary School Health Foundation in the implementation of the School Health Program.
To assist teachers in the implementation of the program. To assist in the implementation of the program. To assist in the implementation of the program.

Assists with first aid instruction. Determines needs for student's first aid kit and refers to the school nurse. Assists students in the health club and in the health club. Assists in the health club and in the health club. Assists in the health club and in the health club.

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JOB DESCRIPTION

TITLE: Level V Assistant

JOB SUMMARY:

Provides support services to help achieve a well-organized, smoothly functioning class and school environment in which students with disabilities can take full advantage of the instructional program and available resource materials. Incumbent receives general direction from school principal. Building principal may assign and reassign Level V Assistants to various job sites in a given building. Level V Assistants may be assigned to work in the special education classroom, school cafeteria, or in other areas as the needs of the school program dictate.

RESPONSIBLE TO: Principal

PAYMENT RATE: According to Classified Salary Schedule

ESSENTIAL JOB FUNCTIONS:

1. Assists the student(s) to whom assigned in such physical tasks as putting on and taking off outerwear, moving from room to room, and using the lavatory.
2. Performs simple errands and tasks for students, such as, sharpening pencils, carrying lunch trays, etc.
3. Works with small groups or individual children to reinforce material initially introduced by the teacher.
4. Assists students in recitation, reading, and other curriculum tasks.
5. Accompanies students to whom assigned when trips to the office or other areas of the building are necessary.
6. Establishes a supportive and sympathetic relationship with the students without fostering or encouraging intense emotional involvement.
7. Serves as resource person, if and when requested, to the school or Central Office student evaluation team.
8. Performs clerical duties.
9. Sets up audio-visual equipment.
10. Participates in in-service training programs.
11. Provides periodic class coverage in absence of a classroom teacher.
12. Ensures that all activities conform to school system guidelines.

OTHER JOB DUTIES (Duties listed are not intended to be all inclusive nor to limit duties that might reasonably be assigned):

Performs related work as required or assigned by the building principal or designee.

KNOWLEDGES, ABILITIES AND SKILLS (These are pre-employment knowledges, abilities and skills that apply only to Essential Job Functions):

Ability to--

Understand and communicate with both verbal and written skills.

Learn operation of office machines and audio-visual devices.

TRAINING AND/OR EDUCATION: Graduation from high school or possession of a GED certificate. Level V Assistant II must have completed sixty (60) college credit hours. Level V Assistant III must have earned a four-year college degree.

EXPERIENCE: Experience working with children with disabilities preferred.

LICENSES OR CERTIFICATES: None.

SPECIAL REQUIREMENTS: None.

PHYSICAL DEMANDS: Generally requires occasional light physical effort such as moving textbooks, assisting small children, setting up audio-visual equipment. However, Level V Assistants assigned to programs serving students with physical disabilities may be required to lift or assist with lifting students at various times during the instructional day.

UNUSUAL DEMANDS: None.

TERMS OF EMPLOYMENT: Ten-month year--salary as established by policies of the Calvert County Public Schools.

EVALUATION: Performance will be evaluated annually in accordance with the policy on evaluation as established by the Calvert County Public Schools.

Approved

Charles L. Coff

Date

2/1/94

advert

JOB DESCRIPTION

TITLE: Instructional Assistant I, II, III

JOB SUMMARY:

Provides support services to help achieve a well-organized, smoothly functioning class and school environment in which students can take full advantage of the instructional program and available resource materials. Incumbent receives general direction from school principal. Building principal may assign and reassign instructional assistants to various job sites in a given building. Instructional assistants may be assigned to work in the regular or special education classroom, the media center, department offices, school cafeteria, administrative offices, or in other areas as the needs of the school program dictate.

RESPONSIBLE TO: Principal

PAYMENT RATE: According to Classified Salary Schedule

ESSENTIAL JOB FUNCTIONS:

1. Works with small groups of students to reinforce material initially introduced by the teacher.
2. Assists individual children in need of special attention.
3. Performs clerical duties.
4. Guides independent study, enrichment work, and remedial work planned by the teacher.
5. Sets up, and/or operates, audio-visual equipment, laboratory equipment, and instructional devices.
6. Assists teacher with classroom duties and routines.
7. Checks notebooks, corrects papers, and supervises testing and make-up work.
8. Assists in drill work.
9. Assists in reading and storytelling.
10. Assists small groups of students in the media center.
11. Participates in in-service training programs.
12. Provides periodic class coverage in absence of a classroom teacher.
13. Ensures that all activities conform to school system guidelines.

OTHER JOB DUTIES (Duties listed are not intended to be all inclusive nor to limit duties that might reasonably be assigned):

Performs related work as required or assigned by the building principal or designee.

KNOWLEDGES, ABILITIES AND SKILLS (These are pre-employment knowledges, abilities and skills that apply only to Essential Job Functions):

Ability to--

- Understand and communicate with both verbal and written skills.
- Learn operation of office machines and audio-visual devices.

TRAINING AND/OR EDUCATION: Graduation from high school or possession of a GED certificate. Aide II must have completed sixty (60) college credit hours. Aide III must have earned a four-year college degree.

EXPERIENCE: Experience working with children preferred.

LICENSES OR CERTIFICATES: None.

SPECIAL REQUIREMENTS: None.

PHYSICAL DEMANDS: Work requires occasional light physical effort. Tasks include moving textbooks, assisting small children, setting up audio-visual equipment.

UNUSUAL DEMANDS: None.

TERMS OF EMPLOYMENT: Ten-month year---salary as established by policies of the Calvert County Public Schools.

EVALUATION: Performance will be evaluated annually in accordance with the policy on evaluation as established by the Calvert County Public Schools.

Approved

Charles L. Coff

Date

1/25/94

INSTRUCTIONAL ASSISTANT IN SPECIAL EDUCATION

General Purpose of Position

Instructional Assistants supplement the services of professionally trained teachers, and by so doing, enable the teachers to give more of their time and attention to the parts of the teaching-learning act that require professional knowledge and skills. Instructional Assistants are under the direct supervision of the teacher with whom they are assigned.

Essential Duties and Responsibilities of Position

1. Reinforces instructions introduced by the teacher when working with individuals and small groups.
2. Prepares educational materials as directed by the teacher. This includes operating duplicating, audio-visual, and other instructional equipment.
3. Assists in supervising students in non instructional settings which may include the hallways, playground, and bus arrival and departure areas.
4. Assists pupils with personal hygiene.
5. Provides custodial care to students whose disability prevents them from completing or even attempting activities of daily living.
6. Assists and sometimes provides for the mobility of impaired students. This includes the physical lifting of students.
7. Assists in implementation of behavior management programs that may include the physical movement and/or restraint of students.
8. Participates in the movement of students during crisis situations such as fire drills, civil defense drills, medical and behavioral emergencies, etc.
9. Performs general classroom housekeeping in accordance with county safety procedures.
10. Participates in school and county workshops as directed.
11. Assists the student in the operation of instructional technology adaptation equipment.
12. Maintains regular, on-time attendance.
13. Reacts to change productively and performs other duties as assigned.

Minimum Requirements of the Position

1. Has good interpersonal communication skills.
2. Has graduated from high school or equivalent training.

Remarks

NONE

The specific statements shown in each section of this description are not intended to be all inclusive. They represent typical elements and criteria considered necessary to successfully perform the job.

Approved: _____
Assistant Superintendent/Director

CHAPTER I INSTRUCTIONAL ASSISTANT

General Purpose of Position

Chapter I Instructional Assistants supplement the services of professionally trained teachers, and by so doing, enable the teachers to give more of their time and attention to the parts of the teaching-learning act that require professional knowledge and skills. Instructional Assistants are under the direct supervision of the teacher with whom they are assigned.

Essential Duties and Responsibilities of Position

1. Reinforces instructions introduced by the teacher when working with individuals and small groups.
2. Prepares educational materials as directed by the teacher. This may include being able to operate duplicating, audiovisual, and other instructional equipment.
3. Participates in the movement of students during crisis situations such as fire drills, civil defense drills, medical and behavioral emergencies, etc.
4. Implements instructional plans with individuals or small groups of students primarily in the area of reading.
5. Reviews special assignments with students.
6. Gives individual help to new students and students who have been absent.
7. Assists the teacher with the testing program.
8. Assists with unique, special needs of students.
9. Participates in school and county workshops as directed.
10. Maintains regular, on-time attendance.
11. Reacts to change productively and perform other duties as assigned.

Minimum Requirements of the Position

1. Has a high school graduate or equivalent training.
2. Has good interpersonal communication skills.
3. Has the ability to do essential duties of the position.

Remarks

NONE

The specific statements shown in each section of this description are not intended to be all inclusive. They represent typical elements and criteria considered necessary to successfully perform the job.

Approved: _____

Assistant Superintendent/Director

INSTRUCTIONAL AIDE

Qualifications:

1. Demonstrates aptitude for and interest in work to be performed.
2. Minimum of high school diploma (or equivalent) with additional training desirable.
3. Such alternatives to the above as the Board may find appropriate and acceptable.
4. Three written and verified references on file.

Assists:

Teacher and Students

Reports To:

Principal and/or assigned teacher.

Job Goal:

To provide a well organized, smoothly functioning school environment in which students can take full advantage of the instructional program and available resource materials. To provide another means of assisting the principal and teacher meet the individual needs of students.

Basic Performance Responsibilities:

1. Administers and records such achievement and diagnostic tests as the teacher recommends for individual students.
2. Assists teacher with non-instructional duties such as snacks, toilet, clean-up, and clothing routines. (Emphasis - kindergarten and grade one levels.)
3. Works with individual students or small groups of students to reinforce learning of materials or skills initially introduced by the teacher.
4. Assists the teacher in devising special strategies for reinforcing material or skills based on an understanding of individual students, their needs, interests, and abilities. Guide independent study, enrichment work, and remedial work set up and assigned by the teacher.
5. Maintain a high level of ethical behavior and confidentiality.
6. Under supervision of classroom teacher, prepares for classroom activities.
7. Checks notebooks, corrects papers, and supervises testing and makeup work as assigned by the teacher

- and approved by the policies of the building principal.
8. Assists with such large group activities as drill work, reading aloud, and story telling.
 9. Reads to students, listens to students read, and participates in other forms of oral communication with students.
 10. Alerts the teacher to any problem or special information about an individual student with special emphasis on a child in need of special attention.
 11. Participates in inservice training programs as assigned.
 12. Assists small groups of students in the library/media center.
 13. Assists in maintaining bulletin boards and other classroom learning displays.
 14. Assists with the supervision of students during lunch periods, assemblies, play periods, and field trips.
 15. Assists teacher in duties relating to the supervision of playground, study hall, cafeteria, and bus loading area.
 16. Operate audiovisual and multimedia equipment used in the classroom for instructional purposes.
 17. Assists in the care of all equipment, supplies, materials, etc. and assists in its accountability.
 18. Checks and records student attendance, collects and records collections of money, and distributes and collects workbooks, papers, and other materials for instruction.

Minimum Requirements of the Position

1. Has a high school graduation diploma or equivalent.
2. Has an instructional certificate or equivalent.
3. Has the ability to do the job.

Remarks

NONE

The specific statements above in this position are not intended to be exhaustive. They represent a general description of the position and are not intended to be a contract.

Approved: _____
Assistant Superintendent/Teacher

POSITION:

Special Education Aide

DUTIES:

The duties and responsibilities of the special education aide for a specific emotionally handicapped student will be to provide direct supervision and instructional activities for the assigned student, assistance to the teacher and others who have responsibilities for the students' program, communication with designated outside personnel, and other services as stated on the IEP or as needed to implement the IEP.

RESPONSIBILITIES:

- o Perform those clerical duties that are necessary for the smooth running of the classroom situation
- o Monitor student activities within the school environment
- o Develop with the special education teacher comprehensive lesson plans that will correspond to the student's IEP
- o Perform curriculum instructional assistance as directed by the special education teacher
- o Maintain an accurate inventory of all books, equipment, furniture and materials acquired for the students program
- o Make decisions in accordance with school policies and under the guidelines of the classroom situation
- o Be directly responsible for implementing and maintaining the individual behavior management program developed for one student
- o To accompany student at all times
- o To maintain a daily log of student's behavior and progress
- o To perform other duties as assigned by the school administration

POSITION: Level IV Aide - Continuum of Personal Adjustments (CPA)

AVAILABLE: Pending — Approval of funding of Special Education Discretionary Project, "Continuum of Personal Adjustment" (CPA) by MSDE

QUALIFICATIONS: High School Graduate

DUTIES:

- The duties and responsibilities of the special education aide for the emotionally handicapped will be to provide assistance to teacher and others who deliver instructional services to the emotionally handicapped students.
- These duties and responsibilities are primarily instructional and clerical in nature.
- The aide will work under the direction of the special education teacher.
- The aide will:
 1. Perform those clerical duties that are necessary for the smooth running of the classroom situation.
 2. Monitor student activities within the school environment.
 3. Develop with the special education teacher comprehensive lesson plans that will correspond to the students' I.E.P.
 4. Perform curricular instructional assistance as directed by the special education teacher.
 5. Assist in maintaining an accurate inventory of all books, equipment, furniture and materials housed in the special education classroom situation.
 6. Make decisions in accordance with school and program policies.

POSITION:

Vocational Student Support Team Assistant

QUALIFICATIONS:

- High School Diploma (minimum requirement)
- Keyboard ability
- Computer experience (preferred)
- Ability to work with classroom teachers
- Ability to organize, file, and record information
- Ability to work with students individually or in a small group.

RESPONSIBILITIES:

- Assist the teacher during the lesson by helping pupils who may be having difficulty in understanding.
- Assist the teacher by working with individuals or small groups of pupils on follow-up activities specified by the teacher.
- Assist the teacher by administering, under supervision and direction, remedial or drill activities.
- Help instructor plan individualized curriculum for individual students.
- Help students that have problems reading vocational materials and/or math difficulties.
- Work individually with students in learning safety rules and regulations.
- Assist in fulfilling ARD stipulations in IEP.
- Other duties as assigned.

POSITION: Extended Elementary Education Program (EEEP)
Instructional Assistant

QUALIFICATIONS:

- High School Graduate
- Good oral and written communication skills
- Ability to relate well to co-workers and students

DUTIES:

- . Plans with the classroom teacher to better meet the needs of students.
- . Prepares and assembles instructional materials.
- . Reinforces, enhances, and extends concepts, skills, and strategies taught by the classroom teacher.
- . Assists in maintaining an educational environment conducive to learning.
- . Assists in recordkeeping.
- . Performs other duties as assigned.

POSITION:

Media Assistant

QUALIFICATIONS:

- High School Diploma (minimum requirement)
- Typing ability (desired)
- Computer experience (preferred)
- Basic understanding of the operation of a media center
- Ability to work with young children, teachers, parents and members of the community
- Ability to organize, file, arrange, order, and to supervise groups of students.

RESPONSIBILITIES:

- Maintain files and records associated with an elementary media center
- Coordinate, promote and maintain records for the Accelerated Reader Program
- Order and receive books selected for purchase by the principal
- Assist students and teachers in the use of the media center and its related technologies
- Assist students with lessons on computers
- Create and maintain an attractive, inviting and pleasant atmosphere for learning
- Responsible for care and condition of media resources (including books, equipment and computers)
- Perform other duties as assigned.

POSITION:

Media/Instructional Assistant

QUALIFICATIONS:

- High School Diploma (minimum requirement)
- Typing ability (desired)
- Computer experience (preferred)
- Ability to work with young children, teachers, parents and members of the community
- Some mechanical ability
- Ability to organize, file, arrange, order, and to supervise groups of students.

RESPONSIBILITIES:

- Half-time spent working in media center
- Maintains files and records associated with small elementary library
- Orders and receives books selected for purchase by the principal
- Assists students and teachers with use of library
- Responsible for care and condition of the media center (including books, equipment and computers)
- Assists students with lessons on computers
- Half-time spent working as a classroom assistant
- Reinforce/extend/accelerate student learning as directed by the teacher
- Other duties as assigned.

GARRETT COUNTY BOARD OF EDUCATION
Oakland, Maryland 21550

WORK YEAR

Administrative Procedure

1. The work year of all certificated and non-certificated staff is given in the operational calendar promulgated annually (see page 2).
2. The work year for all ten and one-half month and eleven month staff begins August 1st of each year and ends June 30th of the next year.
3. During this period of time, all ten and one-half and eleven month staff must work the teacher duty year plus the additional days needed to meet the required number of duty days listed for those staff in the operational calendar (see page 2).
4. All ten and one-half month and eleven month staff will report these additional days worked to his/her immediate supervisor and/or the individual who is responsible for the payroll report which is sent to the Finance Office at the Garrett County Board of Education.
5. The immediate supervisor and/or the individual responsible for the payroll report will record the ten and one-half month and eleven month staff's names and the additional days worked for the particular pay period on a separate sheet.
6. The sheets of additional time worked by the ten and one-half month and eleven month staff will be kept on file at the work site to verify the number of additional duty days worked by each staff member. At the end of the work year a copy of this documentation is to be forwarded to the Personnel Office.
7. Each ten and one-half month and eleven month staff member should keep a personal record of the dates and days worked in addition to the teacher duty days worked; so that he/she knows that he/she has worked the correct number of additional duty days required for his/her work year.

Page 1 of 2

Certificated and Other Professional Personnel 533.110 HML

Supporting Services Personnel 615.2

Adopted 08/09/73

Revised 08/13/81, 10/18/83, 09/16/85, 08/11/88, 04/05/94

GARRETT COUNTY BOARD OF EDUCATION
Oakland, Maryland
September 1, 1993

615.1 Summary of Conditions of Employment—Non-Certificated Personnel

Position (Length of Employment)	Work Day	Number of Work Hours per Week	Paid Lunch	Annual Leave	Sick Leave	Personal Leave	Family Bereavement Leave	Educational Reimbursement	Group Health Plan	Life Insurance	Income Protection	Number of Sick Leave Days That May be Used For Family Illness Per Year
School Secretary III-V (12 Month)	8:15 4:00	38.75	1/2 Hr	5-20	1 Day/ Month (12)	2	4-2	6 Hrs Max. Per Yr	Yes	20,000	\$550 Month	4
Central Office Secretary I-V (12 Month)	8:30 4:30	40.00	3/4 Hr	5-20	1 Day/ Month (12)	2	4-2	6 Hrs Max. Per Yr	Yes	20,000	\$550 Month	4
Secretary VI/Instructional/ Media Assistants (School Calendar)	8:15 3:45	37.50	1/2 Hr	None	1 Day/ Month (10)	2	4-2	6 Hrs Max. Per Yr	Yes	10,000	75/Wk for 26 Wks	4
Maintenance I-III (12 Month)	7:30 3:30	40.00	3/4 Hr	5-20	1 Day/ Month (12)	2	4-2	6 Hrs Max. Per Yr	Yes	20,000	\$550 Month	4
Head Custodian I-IV (12 Month)	8 Hours	40.00	1/2 Hr	5-20	1 Day/ Month (12)	2	4-2	6 Hrs Max. Per Yr	Yes	20,000	\$650 Month	4
Custodian I-III (12 Month)	8 Hours	40.00	1/2 - 3/4 Hr	5-20	1 Day/ Month (12)	2	4-2	6 Hrs Max. Per Yr	Yes	20,000	\$550 Month	4
Custodian IV (62 Weeks)	8 Hours	40.00	1/2 - 3/4 Hr	None	1 Day/ Month (11)	2	4-2	6 Hrs Max. Per Yr	Yes	20,000	\$550 Month	4
Cafeteria Manager (185 Days)	8 Hours	40.00	1/2 Hr	None	1 Day/ Month (10)	2	4-2	6 Hrs Max. Per Yr	Yes	10,000	100/Wk for 36 Wks	4
Cafeteria Assistant (182 Days)	6 or more hrs per day	30.00 co 40.00	1/2 Hr	None	1 Day/ Month (10)	2	4-2	6 Hrs Max. Per Yr	Yes	10,000	75/Wk for 26 Wks	4
Custodial and Cafeteria Workers	Less than 6 hrs per day	Less than 30 hours	N/A	None	1/4 Day Month	N/A	2-1	N/A	No	N/A	N/A	N/A

Personal Leave MAY NOT BE TAKEN IMMEDIATELY PRIOR TO OR FOLLOWING A SCHOOL HOLIDAY OR VACATION WITHOUT PRINCIPAL APPROVAL.
NON-SCHOOL BASED PERSONNEL MUST HAVE APPROPRIATE SUPERVISOR APPROVAL.
Employees working less than fifteen (15) hours per week will be paid on an hourly rate (no sick leave applicable).

HARFORD COUNTY PUBLIC SCHOOLS

Job Description

TITLE: Instructional Assistant - County
REPORTS TO: Designated Teacher or Administrator
POSITION SUMMARY: To assist teachers in the instructional program and activities

ESSENTIAL FUNCTIONS:

1. Provides instructional follow-up or reinforcement activities
2. Reinforces concepts with individual or small groups of students
3. Assists teachers in the preparation of instructional materials
4. Reviews special assignments with students
5. Gives individual help to new students and students that have been absent
6. Assists with unique, special needs of students
7. Assists teachers with testing programs
8. Assists teachers with field trips and assemblies
9. Assists teachers with clerical needs related to instruction
10. Participates in staff development
11. Assists in schoolwide duties, i.e., class coverage, bus duty and office work
12. Assists with contacting parents
13. Assists in the computer lab

OTHER RESPONSIBILITIES

Performing other work related duties as assigned

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

Minimum Requirement - High School Diploma or GED

Strong verbal, written and interpersonal skills

Child oriented experiences desirable

Approved

Ray R. Kersch
Superintendent of Schools

Date

10-18-93



THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM

10910 Route 108

Ellicott City, Maryland 21043-6198

(301) 992-0500

JOB TITLE: Pupil Personnel Worker Assistant

DEFINITION

This is pupil personnel work at the non-professional level. An employee in this class, with direct supervision from a certified pupil personnel worker or school psychologist, works with individual and small groups of pupils and/or parents, provides transportation services, and performs clerical work as assigned. Performance is evaluated periodically.

EXAMPLES OF WORK (Examples are illustrative only)

Under direct supervision of a certified pupil personnel worker or a school psychologist, works with individual and small groups or pupils and/or parents; assist pupil personnel workers and/or psychologists in preparing Workshop materials; provides follow-up coordination with outside agencies concerning referrals made by pupil personnel workers and psychologists; transport students for clinic and evaluation appointments; transports parents for school related conferences and IEP meetings; makes follow-up telephone calls on attendance referrals; assists pupil personnel workers in providing follow-up on truancy cases; assists in taking notes and minutes at professional staff meetings; under the direction of pupil personnel workers and psychologists sets up meetings with parents and students; assists in obtaining and operating audio-visual equipment when needed by pupil personnel workers and psychologists; and performs other duties as assigned.

REQUIRED KNOWLEDGES, SKILLS AND ABILITIES

Ability to competently communicate in both the oral and written form with pupils, parents and staff; to remain emotionally stable under trying circumstances; to follow the directions of the pupil personnel workers and school psychologists; to provide follow-up with teachers, parents, and students, regarding contracts arranged by pupil personnel workers and school psychologist; to provide follow-up contacts with students on an individual basis under the direction of pupil personnel workers; and to assist pupil personnel workers and school psychologists in working with small groups of students; to operate basic audio-visual equipment. Must have and be able to operate an automobile on the job. Must be willing to attend appropriate staff development programs and planning sessions.

MINIMUM EDUCATION, TRAINING AND EXPERIENCE

High School diploma or equivalent. Drivers license. Three years of driving experience. Good driving record.

REQUIRED LICENSES AND CERTIFICATES

Maryland Drivers License

ADDITIONAL DESIRABLE QUALIFICATIONS

Must be adaptable in working with pupils, parents and school staff.

Title change eff. 7/1/89.

22
Hearing Impaired Number:
TDD/TTY 992-4942



Instructional Assistant

Page -2-

MINIMUM EDUCATION, TRAINING AND EXPERIENCE

High School diploma or equivalent

REQUIRED LICENSES AND CERTIFICATES

None

ADDITIONAL DESIRABLE QUALIFICATIONS

Must be eager to work with pupils of the age group assigned at the school; to possess initiative and ingenuity; to be adaptable in working with pupils and teachers; to be willing to accept assignments as made and to carry them out to completion.

DEC 1978

Title change effective 7/1/89.

MINIMUM EDUCATION, TRAINING AND EXPERIENCE

High School diploma or equivalent. Driver's license. Three years of driving experience. Good driving record.

REQUIRED LICENSES AND CERTIFICATES

Valid Driver's license

ADDITIONAL DESIRABLE QUALIFICATIONS

Must be adaptable in working with pupils, parents and school staff.

22

Howe County Public Schools
Ellicott City, Maryland 21043-6198
(301) 992-0200



THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM

10910 Route 108

Ellicott City, Maryland 21043-6198

(301) 992-0500

JOB TITLE: Special Education Assistant

DEFINITION

This is teacher assistance work at the non-professional level. An employee in this class, with direct supervision from a certified teacher, works with individuals and small groups of pupils and performs clerical work as assigned. Performance is evaluated periodically.

EXAMPLES OF WORK (Examples are illustrative only)

Under direct supervision of a certified teacher, works with individuals and small groups of pupils; prepares instructional materials; administers and scores tests; plans student programs; prepares learning centers and bulletin boards; supervises physical activity; escorts students and monitors them during non-classroom hours; may be required to carry or lift non-ambulatory students; attends screening committee meetings; performs clerical duties to include initiating and maintaining files and records, typing, maintaining a level of supply, taking inventory, collecting breakfast and lunch money, taking notes and minutes, setting up parent-teacher appointments, reproducing material; operates various types of office machines and audio-visual equipment and performs other duties as assigned.

REQUIRED KNOWLEDGES, SKILLS AND ABILITIES

Ability to competently communicate in both the oral and written form with pupils, parents and staff; to remain emotionally stable under trying circumstances; to follow the directions of the teacher which may include the reinforcing of instruction presented by the teacher; to provide extra and personal attention to students on an individual basis; to work with small groups of pupils so as to free the assigned teacher to perform other duties; to discuss problems affecting pupils' progress with the assigned teacher and, if so directed, with a specialist; to perform clerical work. Must be willing to attend pre- and in-service training sessions.

MINIMUM EDUCATION, TRAINING AND EXPERIENCE

High School diploma or equivalent.

**Hearing Impaired Number:
TDD/TTY 992-4942**



THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM

10910 Route 108

Ellicott City, Maryland 21043

(301) 992-0500

JOB TITLE: Health Assistant

DEFINITION

The person in this position functions as a member of the Health Services team, working independently and with good judgement, under the indirect supervision of the Health Services Coordinator/Health Services Specialists, with general on site supervision provided by a school based administrator. The Health Assistant supplements and extends the role of the Health Services Coordinator and Health Services Specialists by providing a continuity of health care services in a specific school.

EXAMPLES OF WORK

Carries out health services procedures established by the Department of Education. Provides basic emergency health care on a daily basis to students, staff, and volunteers in the school using discretion and good judgement. Keeps accurate confidential records on all students. Observes for student health, psychosocial, and other needs and meets regularly with Health Services Coordinator/Specialists to discuss observations. Has daily contact with parents, staff, and/or community professionals to initiate referrals, obtain cooperation and/or consent for action, and provides appropriate follow-up action.

Administers medications and/or supervises the student in self administration of medications. Participates in conferences regarding student needs. May independently initiate and participate in health information activities such as bulletin boards, classroom talks, PTA and faculty information sessions in the assigned schools. Maintains adequate supplies and an orderly health room. Works on screening programs such as hearing, vision, and scoliosis, providing coordination and follow-up. Maintains a safe and healthy school environment through observation and reporting of safety or environmental problems. Performs other duties as assigned.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

Skill in cardio-pulmonary resuscitation and basic first aid. Ability to work cooperatively with others. Ability to work independently within the guidelines of policy and procedure using discretion and good judgement. Ability to accept supervisory direction. Ability to communicate competently with tact and listen effectively. Ability to stay calm under adverse circumstances and to calm others under stress.

TTY 992-4942



THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM

10910 Route 108

Ellicott City, Maryland 21043-6198

(301) 992-0500

JOB TITLE: Media Assistant

DEFINITION

This is clerical work in a library media center. An employee in this class, with general supervision from a library media specialist, performs duties as assigned. Performance is reviewed periodically.

EXAMPLES OF WORK (Examples are illustrative only)

Types letters, memos, reports, requisition/purchase orders, direct payments; duplicates/collates; distributes mail, supplies information; assists with collection inventory; orders supplies; files; checks in and circulates newspapers/periodicals; composes letters; researches; operates various office machines and instructional audiovisual equipment; may be required to answer telephone, take messages and answer inquiries within assigned scope of responsibility; assists students and staff with the circulation of library media materials; packs and unpacks cartons; helps with preparation of bulletin boards and learning centers; maintains instructional equipment; assists with instructional lessons/activities; performs other duties as assigned.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

Working knowledge of the English language sufficient to understand invoices, catalog cards, and similar material; of common office procedures; of various types of office equipment; of methods of filing. Ability to file alpha-numerically, to prepare and maintain records, to compose letters, to type with moderate speed. Ability to communicate orally with fellow workers, administrators, and students; to understand directions and carry them out.

MINIMUM EDUCATION, TRAINING, AND EDUCATION

High school diploma or G.E.D.

REQUIRED LICENSES OR CERTIFICATES

None.

ADDITIONAL DESIRABLE QUALIFICATIONS

Interest in working with media materials; willingness to learn new tasks and new techniques; to be resourceful and flexible; to like children.

Nov 86

Title change effective 7/1/89.

Hearing Impaired Number:
TDD/TTY 992-4942

24



10910 Route 108
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THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM

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KENT COUNTY PUBLIC SCHOOLS
Chestertown, Maryland

Locator: 3.11

TITLE: Instructional Assistant

QUALIFICATIONS: Such qualifications as the Board of Education may find appropriate and acceptable.

REPORTS TO: School principal, teacher(s)

SUPERVISES: N/A

JOB GOAL: To assist the teacher in achieving instructional objectives by working with individual students or small groups to help them acquire skill levels commensurate with their abilities.

PERFORMANCE RESPONSIBILITIES:

1. Works with individual students or small groups of students to reinforce learning of material or skills introduced by the teacher.
2. In cooperation with assigned teachers and administrators, develops and follows a daily schedule.
3. Assists the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.
4. Operates and cares for classroom instructional equipment.
5. Helps students master instructional materials for the use of equipment assigned by the teacher.
6. Distributes and collects workbooks, papers, and other materials for instruction.
7. Guides independent study, enrichment work, and remedial work as assigned by the teacher.
8. Assists with the supervision of students during assemblies, play periods, field trips and emergency drills.
9. Assists with large group activities including drill work, reading aloud, and story telling.
10. Reads to students, listens to them read, and participates in other forms of oral and written communication with them.

11. Assists in the administration, scoring and recording of diagnostic and achievement tests for individual students as instructed by the teacher.
12. Checks notebooks, corrects papers, and make-up work as assigned by the teacher.
13. Assists students in the classroom, media center, computer lab or other instructional areas.
14. Alerts the teacher to any problem or special information about an individual student.
15. Supervises/assists with snack, lunch, cleanup and bus duties.
16. Serves as a source of information and help to any substitute teacher assigned in the absence of the regular teacher.
17. Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of certified teachers.
18. Under the direction of teachers or administrators, develops and utilizes instructional materials, displays and bulletin boards.
19. When directed, performs physical demands such as moving instructional materials or assisting students with physical disabilities.
20. Participates in inservice training programs as assigned.
21. Performs other tasks and assumes other responsibilities as assigned.

TERMS OF EMPLOYMENT:

190 day duty year. Salary and work year to be established by the Board of Education in an annual contract.

EVALUATION:

Performance of this position will be evaluated in accordance with provisions of the Board's policy on Guide to the Evaluation of an Instructional Assistant.

APPROVED BY: _____**DATE** _____**REVIEWED AND AGREED TO BY:** _____**(Incumbent)****DATE** _____

MONTGOMERY COUNTY PUBLIC SCHOOLS
CLASS DESCRIPTION

CODE: 6550

OFFICIAL TITLE: Instructional Assistant (Special Education)

GRADE: 11

WORKING TITLE:

SUMMARY DESCRIPTION OF CLASSIFICATION:

Under general supervision, provides assistance to the classroom teacher and others by performing a variety of tasks relating to the physical and instructional needs of special education students and operation of the classroom or other curriculum oriented learning environment. The work of the class involves working with students with disabilities. The special education instructional assistant is assigned to positions in special schools or special classrooms and elsewhere when the student population served is predominately composed of students with physical, sensory, emotional, or learning disabilities. In these settings, they work with small groups or with individual students, assist students with basic care when necessary, relocate students and aid them physically, observe student behavior and enforce controls when necessary.

Duties of these positions are primarily instructional in nature, and positions assigned regularly spend the majority of time (more than 50% of assigned work hours) performing curriculum-oriented instructional assistance duties directly to students in the classroom or learning environment. Some assigned duties and responsibilities may involve work which is clerical and noninstructional in nature. However, such work comprises a clear minority of the work hours. Continuing teacher supervision is essential and required. The school principal/coordinator assures the assignment of work which is consistent with the class specifications and assists with the supervision.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS:

Positions assigned to special schools, classrooms and learning centers require a basic understanding of physical, emotional, and learning disabilities and the field of special education in order to provide effective instructional assistance to students. Working knowledge of the field of child development with specific application to the education of students with physical, emotional, or learning impairments. Working knowledge of English, spelling, and arithmetic. Familiarity with basic computer operation and use.

Considerable patience and demonstrated ability to instruct and work with children, including children with physical, emotional, mental and other learning and cognitive disabilities. Ability to assist in counseling students and managing student behavior. Ability to work harmoniously with and provide a broad range of instructional assistance to teachers and others. Ability to work independently under general supervision. Positions responsible for cafeteria operation and instruction at supplementary centers, must complete the cafeteria manager test. Skill in oral and written communications, and excellent human relations skills.

EDUCATION, TRAINING, AND EXPERIENCE:

Completion of 30 semester hours of college course work, including at least nine hours which are directly applicable to the assignment involved, and at least one year of experience working with children in structured situations. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) Some assignments require the ability to move wheelchairs and related equipment and to assist in the relocating of students. Ability to assist in feeding, toileting and other activities of daily living. Crisis intervention may require participating in physical restraints.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) None

PAID OVERTIME: Yes

This description may be changed at any time.

(continued)

TITLE: Instructional Assistant (Special Education)

CODE: 6550

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Assists individual and small groups of children in various subject areas and motor activities, e.g., reading, tell stories, spelling, games, art, mathematics, computers, and physical activities. Monitors students engaged in independent work or similar activities while the teacher is otherwise occupied. Provides special help to students with short attention spans through interest activities. Assists students with disabilities in woodworking, arts and crafts, domestic activities, etc. Alerts teacher to individual student needs and suggests programming, and prepares individual student activity plans under direction of teacher as required. Works with individual and small groups of children in need of additional assistance.

Reviews and reinforces classroom lessons and learning experiences with students. Assists in formulating and conducting classroom activities. Provides information to assist the teacher in evaluation of the learning process, behavior management programs, individual student needs and progress and recommends appropriate action. Engages in daily and long-term planning of activities with teachers. Keeps teacher informed of student progress and learning needs. Works with students in a counseling role. May assist in teaching classes of basic skills in job training programs. Continues planned instructional activities during teacher's temporary absence from the classroom. Provides mainstream support for special education students, as needed. Encourages students' appropriate classroom behaviors and participates in crisis intervention when necessary.

Assists teacher in carrying out classroom activities. Prepares slides, charts and other instructional materials requiring knowledge of the instructional subject matter. Sets up and operates audiovisual equipment. Assists in administering tests and examinations. Scores tests requiring subject matter knowledge. Helps maintain order and discipline and assists in managing the behavior of students, including crisis intervention. Helps students locate materials. Assists in the direction of games, group singing, physical exercises and similar activities.

Provides specialized instruction to students where knowledge of a field, such as mathematics or computer, required. Corrects tests which may require knowledge of a specialized field and advises students of incorrect skills and procedures. Under general direction, operates labs, administers appropriate tests, instructs students in operation of terminals, provides instructional assistance, and recommends actions to be taken to help individual students.

Assignments at supplementary centers may require instructing students in the preparation and serving of food and related activities and operating the cafeteria.

Supervises students between classrooms, during lunch period and recess, and during playground activities. Eats lunch with students, and provides physical and instructional assistance as needed. Instructs students with physical, emotional or learning disabilities in proper toilet training and assists in bathroom needs. Provides assistance to ill students and those with physical disabilities. Assists in the supervision of students while being transported on buses in the loading and unloading of buses. Assists with eating/feeding as needed.

May perform clerical and noninstructional duties such as keeping daily attendance counts, distribution of lunch tickets and collection of money, recording of grades, distribution of books and supplies, maintenance of files and records, typing reports and routine correspondence, and reproduction of instructional materials. However, such duties comprise a clear minority of the work hours. May drive a van to transport students.

Performs related work as required.

Class Established: 10/83

Date(s) Revised: 6/88, 11/89, 7/92, 7/93

Note: A general guide to class description, which includes definitions of standard terms used, is considered an integral part of this description and is available from the Department of Personnel Services.

MONTGOMERY COUNTY PUBLIC SCHOOLS
CLASS DESCRIPTION

OFFICIAL TITLE: Instructional Assistant

CODE: 6600
GRADE: 10

WORKING TITLE:

SUMMARY DESCRIPTION OF CLASSIFICATION:

Under general supervision, provides assistance to classroom teachers and others by performing a variety of tasks relating to the physical and instructional needs of students and operation of the classroom or other curriculum oriented learning environment. The work of the class consists of duties and responsibilities that are primarily instructional in nature, and positions assigned to these classes regularly spend the majority of time (more than 50% of assigned work hours) in the performance of curriculum-oriented instructional assistance directly to students in the classroom or learning environment. Some assigned duties and responsibilities may involve work which is clerical and noninstructional in nature. However, such work comprises a clear minority of the work hours. Continuing teacher supervision is essential and required. The school principal/coordinator assures the assignment of work which is consistent with the class specifications and assists with the supervision.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS:

GENERAL: Positions within these classes vary in terms of the subject matter and/or type of students involved in the instructional work assignments. Positions assigned as reading assistants require a basic knowledge of reading methods, techniques, and content. Consequently, the following standards are stated in terms of applicability to different assignments within the classes.

Some knowledge of the field of child development with specific application to formal educational programs; working knowledge of English, spelling, and arithmetic. Some knowledge of the subject matter and instructional process related to the general or specialized area of assignment. Skill in oral and written communications, and good human relations skills.

Considerable patience and ability to instruct and work with children. Ability to assist in counseling students and managing student behavior. Ability to work harmoniously with and provide a broad range of instructional assistance to teachers and others. Ability to work independently under general supervision. Note: When assigned to positions responsible for cafeteria operation and instruction at supplementary centers, successful completion of the cafeteria manager test is required.

EDUCATION, TRAINING, AND EXPERIENCE:

Completion of 30 semester hours of college course work, including at least nine hours which are directly applicable to the assignment involved, and at least one year of experience working with children in structured situations. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform successfully in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS:

None

PHYSICAL DEMANDS: (Special requirements such as moving heavy objects and frequent climbing.) Some positions require the ability to move wheelchairs and related equipment; to assist in the relocation of students; and to assist in the feeding of students.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Some positions require ability to perform light typing and ability to assist in the instruction of students in computer skills and usage.

This description may be changed at any time.

(continued)

TITLE: Instructional Assistant

CODE: 6600

PAID OVERTIME: Yes

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Assists individual and small groups of children in various subject areas and motor activities, e.g., reading, telling stories, spelling, games, art, mathematics, and physical activities. Monitors students engaged in independent work or similar activities while the teacher is otherwise occupied. Provides special help to students with short attention spans through interest activities. Alerts teacher to individual student needs and suggests programming, and prepares individual student activity plans under direction of teacher as required. Works with individual and small groups of children in need of additional assistance.

Reviews and reinforces classroom lessons and learning experiences with students. Assists in formulating and conducting classroom activities. Provides information to assist the teacher in evaluation of the learning process, behavior management programs, individual student needs and progress and recommends appropriate action. Engages in daily and longer term planning of activities with teachers. Keeps teacher informed of student progress and learning needs. Works with students in a counseling role; may assist in teaching classes of basic skills in job training programs.

Continues planned instructional activities during teacher's temporary absence from the classroom.

Assists teacher in carrying out classroom activities. Prepares slides, charts and other instructional materials requiring knowledge of the instructional subject matter. Sets up and operates audiovisual equipment. Assists in administering tests and examinations. Scores tests requiring subject matter knowledge. Helps maintain order and discipline and assists in managing the behavior of students; including crisis intervention. Helps students locate materials. Assists in the direction of games, group singing, physical exercises and similar activities.

As instructed, directs and instructs English as a second language (ESOL) students. Prepares plans for individual and small group instruction. Assists students in remediation. Assists and directs students in the ESOL lab. Monitors student progress.

Administers English proficiency test to students to determine placement in ESOL programs. Follows test procedures and records student answers, scores tests and interprets results.

Supervises students between classrooms, during lunch period and recess, and during playground activities; eats lunch with students, and provides physical and instructional assistance as needed. Assists in the supervision of students while being transported on buses in the loading and unloading of buses.

May perform clerical and noninstructional duties such as keeping daily attendance counts, distribution of lunch tickets and collection of money, recording of grades, distribution of books and supplies, maintenance of files and records, typing reports and routine correspondence, and reproduction of instructional materials; however, such duties comprise a clear minority of the work hours. Computer lab assistants will have responsibility for ensuring proper maintenance and care of computer lab equipment.

Performs related work as required.

Class Established: 10/83

Date(s) Revised: 6/88, 11/89, 7/92, 7/93

Note: A general guide to class descriptions, which includes definitions of standard terms used, is considered an integral part of this description and is available from the Office of Personnel Services.

**MONTGOMERY COUNTY PUBLIC SCHOOLS
CLASS DESCRIPTION**

OFFICIAL TITLE: Instructional Assistant (Head Start)

CODE: 6700

GRADE: 10

WORKING TITLE:

SUMMARY DESCRIPTION OF CLASSIFICATION:

Under general supervision, performs instructional assistance work in the Head Start Program.

Work of the class involves providing assistance to classroom teachers and others by performing a variety of tasks relating to the physical and instructional needs of Head Start students and operation of the classroom or other curriculum oriented learning environment. Workers perform instructional assistance duties for children in the Head Start program that are identical in character and purpose as instructional assistants in elementary schools. Persons appointed as Head Start Instructional Assistant must, however, be parents or legal guardians of children in the Head Start program.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS:

Meet the same requirements as regular Instructional Assistants, i.e.:

Some knowledge of the field of child development with specific application to formal educational programs; working knowledge of English, spelling, and arithmetic; some knowledge of the subject matter and instructional process related to the general or specialized area of assignment.

Skill in oral and written communications, and good human relations skills.

Considerable patience and ability to instruct and work with children. Ability to assist in counseling students and managing student behavior. Ability to work harmoniously with and provide a broad range of instructional assistance to teachers and others. Ability to work independently under general supervision. Note: When assigned to positions responsible for cafeteria operation and instruction at supplementary centers, successful completion of the cafeteria manager test is required.

EDUCATION, TRAINING, AND EXPERIENCE:

Completion of 30 semester hours of college course work, including at least nine hours which are directly applicable to the assignment involved, and at least one year of experience working with children in structured situations. Other combinations of applicable education, training and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered; or other combination of college level education and experience totaling two years which provides the knowledge, skills, and abilities necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS:

None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.)

Some assignments require the ability to lift wheelchairs and related equipment and to assist in the lifting/moving of students.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.)

None

PAID OVERTIME:

Yes

This description may be changed at any time.

(continued)

TITLE: Instructional Assistant (Head Start)

CODE: 6700

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Assists individual and small groups of children in various subject areas and motor activities, e.g., reading, telling stories, spelling, games, art, mathematics, and physical activities; monitors students engaged in independent work or similar activities while the teacher is otherwise occupied; provides special help to students with short attention spans through interest activities; alerts teacher to individual student needs and suggests programming, and prepares individual student activity plans under direction of teacher as required; works with individual and small groups of children in need of additional assistance.

Reviews and reinforces classroom lessons and learning experiences with students; assists in formulating and conducting classroom activities; provides information to assist the teacher in evaluation of the learning process, behavior management programs, individual student needs and progress and recommends appropriate action; engages in daily and longer term planning of activities with teachers; keeps teacher informed of student progress and learning needs; works with students in a counseling role; may assist in teaching classes of basic skills in job training programs.

Continues planned instructional activities during teacher's temporary absence from the classroom.

Assists teacher in carrying out classroom activities; prepares slides, charts and other instructional materials requiring knowledge of the instructional subject matter; sets up and operates audiovisual equipment; assists in administering tests and examinations; scores tests requiring subject matter knowledge; helps maintain order and discipline and assists in managing the behavior of students; including crisis intervention; helps students locate materials; assists in the direction of games, group singing, physical exercises and similar activities.

Supervises students between classrooms, during lunch period and recess, and during playground activities; eats lunch with students, and provides physical and instructional assistance as needed; assists in the supervision of students while being transported on buses in the loading and unloading of buses.

May perform clerical and noninstructional duties such as keeping daily attendance counts, distribution of lunch tickets and collection of money, recording of grades, distribution of books and supplies, maintenance of files and records, typing reports and routine correspondence, and reproduction of instructional materials; however, such duties comprise a clear minority of the work hours. Computer lab assistants will have responsibility for ensuring proper maintenance and care of computer lab equipment.

Performs related work as required.

Class Established: 10/83

Date(s) Revised: 6/88, 11/89, 7/92

Note: A general guide to class description, which includes definitions of standard terms used, is considered an integral part of this description and is available from the Department of Personnel Services.

**MONTGOMERY COUNTY PUBLIC SCHOOLS
CLASS DESCRIPTION**

OFFICIAL TITLE: Instructional Assistant (JROTC)

CODE: 6750
GRADE: 13

WORKING TITLE:

SUMMARY DESCRIPTION OF CLASSIFICATION:

Under direction, performs instructional support work in conducting courses in the Junior Reserve Officer Training Course (JROTC).

The work of the class involves presenting courses on military, civics and related subjects to students in JROTC programs. Workers present courses in accordance with prepared lesson plans, instructional materials, and aids provided by the military services. They follow materials closely and lead students in JROTC activities such as drill and exercise. By military regulation, workers are retired noncommissioned officers.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS:

Considerable knowledge of military subjects as taught through JROTC programs; working knowledge of instructional concepts and techniques; some knowledge of general office clerical procedures and use of common office appliances.

Ability to work with students effectively as an instructor; ability to identify learning problems and mistakes and correct them; ability to explain military and civics subjects; ability to perform general office clerical work.

EDUCATION, TRAINING, AND EXPERIENCE:

Possession of certification as a JROTC instructor issued by an appropriate military authority. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS:

None

PHYSICAL DEMANDS: (Special requirements such as moving heavy objects and frequent climbing.)
Ability to direct JROTC students in military drills and other prescribed physical activities.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.)

None

PAID OVERTIME:

Yes

This description may be changed at any time.

(continued)

TITLE: Instructional Assistant (JROTC)

CODE: 6750

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Presents courses in the history, purpose and structure of the military services; ethical values and principles of good citizenship; leadership; physical fitness; and military drills and formations.

Leads students in drills and exercises; accompanies students on summer camps and field trips.

Participates and leads students in drill ceremonies.

Counsels students on aspects of military service.

Maintains instructional materials and files.

Performs general office clerical work.

Performs related work as required.

Class Established: 7/92

Date(s) Revised: 12/93

Note: A general guide to class description, which includes definitions of standard terms used, is considered an integral part of this description and is available from the Office of Personnel Services.

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MONTGOMERY COUNTY PUBLIC SCHOOLS
CLASS DESCRIPTION

OFFICIAL TITLE: Instructional Assistant (Computer Lab)

CODE: 6860

GRADE: 11

WORKING TITLE:

SUMMARY DESCRIPTION OF CLASSIFICATION:

Under general supervision, performs instructional support work in operating computer labs in schools.

The work of the class involves maintaining computer labs and instructing students and staff in the operation of desktop computers, software and related equipment. Workers use demonstration and prepared learning plans to instruct students in the operation of the devices, assist students with problems, and maintain the equipment, materials and supplies of the computer lab. The purpose of the lab is to provide basic computer literacy to students, and to serve as a learning resource for teachers. Workers perform basic equipment adjustments and maintenance, referring technical problems to technicians for service.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS:

Working knowledge of desktop computers and common software including wordprocessing, database and spreadsheet. Working knowledge of basic instructional concepts as applied to learning computer operation. Some knowledge of general office clerical procedures and use of common office equipment.

Ability to work with students effectively as an instructor. Ability to identify learning problems and mistakes and correct them. Ability to explain the operation of desktop computers and software to others. Ability to setup, adjust and perform minor maintenance to computers, printers, and other equipment. Ability to perform general office clerical work.

EDUCATION, TRAINING, AND EXPERIENCE:

Completion of high school, preferably supplemented by completion of college courses in early childhood development, experience in working with desktop computers and wordprocessing, database and spreadsheet software, and experience as an instructional assistant. Other combinations of applicable education, training and experience which provide the knowledge, abilities and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS:

None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.)

Ability to set up, adjust and perform minor maintenance on computers and related equipment. Ability to move computer hardware and supplies weighing up to 50 lbs. Ability to operate computer input/output equipment for considerable periods of time. Some positions require the ability to move wheelchairs and related equipment and to assist in the relocation of students.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.)

None

PAID OVERTIME:

Yes

This description may be changed at any time.

(continued)

TITLE: Instructional Assistant (Computer Lab)

CODE: 6860

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Instructs students and staff in the operation of desktop computers, software, printers, disk drives, floppy disk monitors and other associated devices.

Responds to students' questions and requests for assistance; monitors and controls student activities in the lab.

Installs software on computers; runs setup and diagnostic programs; modifies installations as appropriate.

Demonstrates use of software including spreadsheet, desktop publishing, music theory, mathematics.

Checks and repairs cables, connectors, and other equipment and attachments; refers technical problems for service.

Maintains inventory of materials used in the lab.

Schedules use of the lab.

Performs general office clerical work.

Performs related work as required.

Class Established: 7/92

Date(s) Revised: 7/93

Note: A general guide to class description, which includes definitions of standard terms used, is considered an integral part of this description and is available from the Department of Personnel Services.

**MONTGOMERY COUNTY PUBLIC SCHOOLS
CLASS DESCRIPTION**

OFFICIAL TITLE: Instructional Assistant (ISM)

CODE: 6870

WORKING TITLE:

GRADE: 11

SUMMARY DESCRIPTION OF CLASSIFICATION:

Under direction, performs instructional support work in carrying out the Instructional System in Mathematics (ISM) at schools.

The work of the class involves administering ISM tests to students, maintaining ISM materials, and providing ISM evaluative information to teachers. Workers administer ISM tests to students of different grade levels according to prescribed procedures, score tests and enter data into computerized recording and processing system, and prepare reports for teachers, principals and central office administration. The work requires aptitude and understanding of mathematics concepts taught at elementary and middle school grades.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS:

Working knowledge of mathematics taught at elementary and middle school grades. Some knowledge of early childhood development as applied to learning mathematics. Some knowledge of mathematics instructional concepts. Working knowledge of general office clerical procedures and use of common office appliances including desktop computers.

Ability to work with students effectively in administering tests. Ability to interpret answers and score tests accurately. Ability to enter detailed data into computer using standard computer keyboard. Ability to explain test results to teaching staff. Ability to perform general office clerical work.

EDUCATION, TRAINING, AND EXPERIENCE:

Completion of high school, preferably supplemented by completion of college courses in early childhood development, and experience as an instructional assistant. Other combinations of applicable education, training and experience which provide the knowledge, abilities and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS:

None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.)
Some assignments require the ability to move wheelchairs and related equipment and to assist in the relocation of students.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.)
Positions operate computers for prolonged periods.

PAID OVERTIME:

Yes

This description may be changed at any time.

(continued)

TITLE: Instructional Assistant (ISM)

CODE: 6870

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Organizes and maintains ISM materials and provides for their security.

Keeps class and math records current.

Administers and scores placement tests and enters results into computer.

Administers and inputs results of demonstration assessments.

Assembles constructed response assessments for teachers and scores and inputs results.

Assembles level assessments and unit tests for teachers; scores tests using scanner.

Maintains supplies of ISM materials.

Provides teaching staff and others with information on ISM tests, test results and related information.

Explains the ISM program to new teaching staff and provides necessary materials.

Performs general office clerical work.

Performs related work as required.

Class Established: 7/92

Date(s) Revised: 7/93

Note: A general guide to class description, which includes definitions of standard terms used, is considered an integral part of this description and is available from the Department of Personnel Services.

FROM : QUEEN ANNE'S BD OF ED PERSONEL PHONE NO. : 4107582483

Sep. 12 1996 09:35AM P02

31

TITLE:**SCHOOL ASSISTANT I - INSTRUCTION**

- QUALIFICATIONS:**
1. High school graduate or GED.
 2. Pleasant and professional manner.
 3. Ability to work with children.
 4. Must pass School Assistant I - Instruction test.

PERFORMANCE RESPONSIBILITIES:

1. Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students.
2. Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.
3. Guides independent study, enrichment work, and remedial work set up and assigned by the teacher.
4. Checks notebooks, corrects papers, and supervises testing and makeup work as assigned by the teacher.
5. Assists with such large group activities as drill work, reading aloud, and story telling.
6. Alerts the regular teacher to any problem or special information about an individual student.
7. Maintains ethical behavior and confidentiality of information about students.
8. Checks and records student attendance.
9. Distributes and collects workbooks, papers, and other materials of instruction.
10. Collects and records collection of money.
11. Reads to students, listens to students read, and participates in other forms of oral communication with students.
12. Assists with lunch, snack, and cleanup routines.
13. Assists with wash-up and toilet routines.
14. Keeps bulletin board and other classroom learning displays up to date.
15. Operates and cares for equipment used in the classroom for instructional purposes.
16. Assists with the supervision of students during emergency drills, assemblies, play periods, and field trips.
17. Participates in daily and long-range lesson and classroom activity planning.
18. Helps maintain individual records for each child.
19. Assists teacher in maintaining neat work and study areas.
20. Performs other duties as assigned.

32

FROM : QUEEN ANNE'S BD OF ED PERSONEL PHONE NO. : 4107582403

Sep. 12 1996 11:17AM P02

33

TITLE:**SCHOOL ASSISTANT II - INSTRUCTION****QUALIFICATIONS:**

1. High school graduate or GED.
2. Pleasant and professional manner.
3. Ability to work with children.
4. Must pass School Assistant II - Instruction test.
5. Received 9 inservice credits or related training time.
6. Have a current above average performance rating and supervisor recommendation.
7. Two years as a School Assistant I - Instruction.

PERFORMANCE RESPONSIBILITIES:

1. Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students.
2. Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.
3. Guides independent study, enrichment work, and remedial work set up and assigned by the teacher.
4. Checks notebooks, corrects papers, and supervises testing and makeup work as assigned by the teacher.
5. Assists with such large group activities as drill work, reading aloud, and story telling.
6. Alerts the regular teacher to any problem or special information about an individual student.
7. Maintains ethical behavior and confidentiality of information about students.
8. Checks and records student attendance.
9. Distributes and collects workbooks, papers, and other materials of instruction.
10. Collects and records collection of money.
11. Reads to students, listens to students read, and participates in other forms of oral communication with students.
12. Assists with lunch, snack, and cleanup routines.
13. Assists with wash-up and toilet routines.
14. Keeps bulletin board and other classroom learning displays up to date.
15. Operates and cares for equipment used in the classroom for instructional purposes.
16. Assists with the supervision of students during emergency drills, assemblies, play periods, and field trips.
17. Participates in daily and long-range lesson and classroom activity planning.
18. Helps maintain individual records for each child.
19. Assists teacher in maintaining neat work and study areas.
20. Performs other duties as assigned.

RECEIVED JAN 10 1996

TALBOT COUNTY PUBLIC SCHOOLS

P.O. Box 1029

Easton, Maryland 21601-1029

Tel: (410) 822-0330 FAX: (410) 820-4260

MEMORANDUM

TO: Marilyn Hunter, UniServ Director

FROM: John Masone, Director
Administrative and Support Services

DATE: January 9, 1996

SUBJECT: Your Request Dated January 3, 1996

Please be advised that we have no record of the November 11, 1994 request for information from Mr. Templeton. We have received a subsequent request to which we responded on a timely basis but can find no record of this request for a copy of our support staff handbook.

Enclosed please find a copy of the requested handbook. I apologize for any inconvenience.

CC: Dr. Meek
MSTA File

MSTA 01-09-96

ALBOT

by the needs of each particular building. The work day for special assignment personnel shall be determined by the building principal. In the event of a reduction in force, all personnel within this group will be reviewed for retention on the basis of years of experience, personnel evaluation, and recommendations from supervisors and principals.

- Class I High School Diploma - Part-time and Substitute
- Class II High School Diploma - Part-time and Substitute
- Class III One (1) Year College Training (60: 3 H. Credits)
- Class IV Two (2) Years College Training (120: 6 H. Credits)

A teaching assignment shall be made to monitor a classroom for appropriate period of time but will not be used as a substitute teacher in the classroom for any reason.

Each work day is 7 hours and 15 minutes in length. These days will be scheduled at the discretion of the building principal. The assignment personnel shall be reviewed for retention on the basis of years of experience, personnel evaluation, and recommendations from supervisors and principals.

GROUP SIX: SPECIAL ASSIGNMENT

- Administrative Assistant
- Guidance Assistant
- Library Assistant
- Sp. Ed. Assistant - Level 3 & 4
- Computer Assistant
- Other Non-Instructional Assistant

- Class I Hourly - Part-time and Substitute
- Class II Hourly - Part-time and Substitute
- Class III High School Diploma
- Class IV One (1) Year College Training (60: 3 H. Credits)
- Class V Two (2) Years College Training (120: 6 H. Credits)

*Group Six Special Assignment Assistant shall be composed of Administrative, Library, Computer Lab, Guidance & Special Education Assistants - Level 3 & 4 and other Non-Instructional Assistants. The funding of these positions shall normally be from local or state appropriations.

A Special Assignment Assistant may be assigned to monitor a classroom for appropriate period of time but will not be used as a substitute teacher in the classroom for any reason.

Each work day is 7 hours and 15 minutes in length. These days will be scheduled at the discretion of the building principal, according

34

TITLE: Instructional Assistant

QUALIFICATIONS:

1. High School Diploma/GED; two years of college preferred.
2. Competency with fundamental language and math skills.
3. Ability to understand and follow directions.
4. Two years experience in school setting or working with children or combination of education and experience totalling two years.
5. Ability to work harmoniously with children and staff.

REPORTS TO: Teacher or other professional

JOB GOAL: To assist in achieving instructional objectives by working with the individual student or small groups of students.

PERFORMANCE RESPONSIBILITIES:

- * Assists with instructional activities.
- * Assists in maintaining classroom organization and a positive learning environment.
- * Assists with the use of classroom equipment and materials.
- * Assists with the supervision and management of students during instructional and/or noninstructional activities.
- * Provides support with individualized programs.
- * Helps students master equipment or instructional materials assigned by the teacher.
- * Guides independent study, enrichment work and remedial work set up and assigned by the teacher.
- * Reads to students, listens to students read and participates in other forms of oral communication with students.
- * Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.
- * Other duties as appropriate.

TERMS OF EMPLOYMENT: Ten-month, Grade 5, Classified Scale.

EVALUATION: Performance of this job will be evaluated in accordance with Board policy on Evaluation of Classified Personnel.

TITLE: Instructional Assistant - Special Education

QUALIFICATIONS:

1. High School Diploma/G.E.D.; two years of college preferred.
2. Two years experience working with children or combination of education and experience totalling two years.
2. Good reading, writing, and arithmetic skills.
3. Ability to work harmoniously with staff, youngsters, and community.
4. Ability to lift between 30-40 pounds in specified situations.

REPORTS TO: Principal/Classroom teacher

JOB GOAL: To assist the teacher achieve teaching objectives by working with individual students or small groups. To help students achieve individual student objectives.

PERFORMANCE RESPONSIBILITIES:

- * Work with individual students and small groups of students to reinforce skills introduced by the teacher(s).
- * Assist the teacher in devising special strategies for reinforcing skills and instruction.
- * Assist the teacher in maintaining classroom organization and a positive learning environment.
- * Operate and assist with the care of the classroom equipment.
- * Assist with supervision and management of students during instructional and noninstructional activities.
- * Assist with physical care and physical management of students as needed and appropriate.
- * Follow through to carry out individual programs designed by the teacher.
- * Participate in and/or provide input for team planning functions as appropriate.

TERMS OF EMPLOYMENT: Ten-month, Grade 5, Classified Scale.

EVALUATION: Performance of this job will be evaluated in accordance with Board Policy on Evaluation of Professional-Classified Personnel.

October 9, 1996

TO: Paraprofessional Task Force Members

FR: Marcella Kehr and Gail Riley, MSTA Representatives

RE: *Recommended Guidelines*

Creating this task force was a major step toward professionalizing and raising awareness of the roles that paraprofessionals play as valued members of the school team. We believe that our work has great promise for more effective schools and high standards both for students and for all members of the school team.

However, we believe that recommending to the 1997 General Assembly an administrative procedure for licensing paraprofessionals is "putting the cart before the horse." We must first thoroughly understand the current use of educational assistants/paraprofessionals in Maryland and clearly identify what their role should be as we move toward implementing quality school improvement initiatives. Six working sessions during a two and half month time frame is not long enough for our task force to assess thoroughly and evaluate how educational assistants and paraprofessionals are used throughout the state, how they will be used in the future, what training they currently receive, and what will be necessary in the future. We strongly believe we must complete this work before we even consider recommending a licensing procedure.

We must take the appropriate amount of time to:

1. review current structures and systems;
2. determine the skills necessary for the future roles of paraprofessionals;
3. develop and implement a consistent, high-quality, ongoing paraprofessional development program;
4. look at the feasibility of creating minimum standards or guidelines which would still allow for local school system flexibility and control; and
5. to assess the financial implications of any future changes.

1. Legal ramifications/ issues!
It is inappropriate to mandate a regulatory system for paraprofessional employees before we fully understand what they are being licensed to do or how such a system would be paid for.

1. Review current curriculum and system

2. Determine the skills necessary for the future roles of paraprofessionals

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2. Determine the skills necessary for the future roles of paraprofessionals
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13. Review and determine the skills necessary for the future roles of paraprofessionals

14. Review and determine the skills necessary for the future roles of paraprofessionals

15. Review and determine the skills necessary for the future roles of paraprofessionals

The educational assistants/paraprofessionals on this task force are in agreement that their colleagues and the roles they play have been neglected for many years. In some cases, this neglect has persisted since the inception of the educational assistant/paraprofessional job category. Many systems have outdated job descriptions. There is great diversity and even disparity as to the role these employees play from local jurisdiction to local jurisdiction among Maryland's school systems. At best, minimal training opportunities are available for paraprofessionals throughout the state.

Current educational reform efforts have increased the need for educational assistants/paraprofessionals and have significantly changed their responsibilities and functions. We need to review carefully current job descriptions and bring them in line with the new expectations of the assistants' role in and out of the classroom. It is most important to visualize and understand that, no matter what our job category may be, we are still an integral part of the educational team and should be respected for the job we do.

As educational assistants and MSTA representatives on this task force, we believe it is in the best interest of all educational assistants/paraprofessionals and the students we service to take the time necessary to research and assess the current use of educational assistants/paraprofessionals in the education program. Only on this basis can recommendations be made for the improvement of the program. We must first assess the best way to professionalize our status. We must assure that local school systems are in the position to provide the funding and instruction necessary for quality professional development before we can even consider requiring licensure.

In summary, on behalf of our members, we would like to offer the following guidelines for consideration by this committee as the first step toward fully understanding our role in the education program.

GUIDELINE NO. 1

The entire instructional team shall cooperate, within clearly defined roles, to provide an appropriate educational program for students. Paraprofessionals' work shall be directed by a designated certificated staff member. The school system shall provide a written, up-to-date job description for each educational assistant/paraprofessional job category. Employees in that category will not assume the responsibilities of certificated staff.

The educational assistants/paraprofessionals on this task force in agreement that their colleagues and the roles they have been neglected in many years. In some cases, this neglect has been at the expense of the educational assistants/paraprofessionals' job category. Many systems have omitted job descriptions. There is great diversity and even disparity as to the role these employees play from local jurisdiction to local jurisdiction among Maryland's school systems. At best, minimal training opportunities are available for paraprofessionals throughout the state.

Current educational reform efforts have increased the need for educational assistants/paraprofessionals and have significantly changed their responsibilities and functions. We need to review carefully current job descriptions and bring them in line with the new expectations of the assistants' role in and out of the classroom. It is most important to establish and understand that no matter what our job category may be, we are all an integral part of the educational team and should be respected for the job we do.

As educational assistants lead MSTA representatives on this task force, we believe it is the best interest of all educational assistants/paraprofessionals and the students we serve to take the time necessary to research and assess the current use of educational assistants/paraprofessionals in the education program. Only on this basis can recommendations be made for the improvement of the program. We must first assess the new way to professionalize our team. We must realize that local school systems are in the position to provide the funding and instruction necessary for quality professional development before we can even consider regarding licensing.

In summary, on behalf of our members, we would like to offer the following guidelines for consideration by this committee as the first step toward fully understanding our role in the education program.

GUIDELINE NO. 1

The entire instructional team shall cooperate, within clearly defined roles, to provide an appropriate educational program for students. Paraprofessionals' work shall be directed by a designated certified staff member. The school system shall provide a written, up-to-date job description for each educational assistant/paraprofessional job category. Employees in that category will not assume the responsibilities of certified staff.

J. H. H. H.

Minutes of Paraprofessional Task Force
Wednesday, October 22, 1986

GUIDELINE NO. 2

To ensure improved education for students and appropriate safety for students and staff, educational assistants/paraprofessionals shall be provided with locally funded orientation and training commensurate with their responsibilities. This training shall be provided prior to their assuming those responsibilities. Employer funded on-the-job training related to specific job assignments as well as inservice training should be provided throughout the year.

GUIDELINE NO. 3

Educational assistants/paraprofessionals shall be respected and supported as team members responsible for assisting in the delivery of instruction and related services. This requires systematic communication, inservice training, and conference activities.

GUIDELINE NO. 4

Local school boards shall recognize their crucial role in the support of and respect for educational assistants/paraprofessionals as integral partners in extending and supporting instruction and increasing student learning.

Further, local school boards must ensure that work schedules provide time for regular, organized, and systematic communication between paraprofessionals and the certificated professionals with whom they work.

GUIDELINE NO. 5

Local school systems shall offer regular opportunities in career development and advancement, including financial support for further education.

GUIDELINE NO. 6

The Paraprofessional Task Force will revisit and review progress toward implementation of the task force recommendations and consider additional action in the future. The task force will devise and distribute an information-sharing system, which shall include timely assessments and surveys of Local Education Agency programs.

GUIDELINE NO. 1

To ensure improved education for students and appropriate safety for students and staff, educational systems/patrons should be provided with locally funded transportation and training opportunities in their responsibilities. This training shall be provided prior to their assuming their responsibilities. Employees funded on-the-job training related to specific job assignments as well as necessary training should be provided throughout the year.

GUIDELINE NO. 2

Educational systems/patrons should be respected and supported as team members responsible for the quality of instruction and related services. This requires systematic communication, intensive training, and consistent activities.

GUIDELINE NO. 3

Local school boards shall recognize their critical role in the support of and respect for educational systems/patrons as integral partners in extending and enhancing instruction and increasing student learning.

Further, local school boards shall ensure that work schedules provide time for regular, organized, and systematic communication between patrons/professionals and the professionals with whom they work.

GUIDELINE NO. 4

Local school systems shall offer regular opportunities for career development and advancement, including financial support for further education.

GUIDELINE NO. 5

The Patron/Professional Task Force will review and review progress toward implementation of the task force recommendations and consider additional action in the future. The task force will develop and implement an information-sharing system, which shall include transparency and surveys of local education agency operations.

J. Marry

Minutes of Paraprofessional Task Force

Wednesday, October 23, 1996

Mr. Thomas Hendershot, Esquire, Chair of the Task Force, began the meeting with a review of the October 9, 1996 meeting minutes.

MOTION by Dr. Leak, Seconded by Ms. Kehr.

To accept the minutes as submitted.

The vote was unanimous.

The following members were present: Barbara Abramson, Judy Berman, Debbie Bostian, Kandace Chase, Harriett Ghee, Thomas Hendershot, Judy Hendrickson, Gloria Horneff, Lorretta Johnson, Marcella Kehr, Bob Lazarewicz, Lawrence Leak, Ann Lytle, Salima Marriott, Sandra Marx, Sarah Matisick, Judith Perkins, Gail Riley, Jean Sax, Rosemary Wolfe, and Betty Workman.

The Chair indicated that any member on the "prevailing" side of an issue discussed at the October 9, 1996 meeting may request reconsideration of the motion at this meeting. No motions for reconsideration were made.

The Chair asked the task force to review the guidelines submitted by the Maryland State Teacher's Association (MSTA) for the employment of paraprofessionals and educational assistants (paraprofessionals) for use by the LSSs (local school systems).

A member suggested the charge of the task force was completed when the task force voted at their October 9, 1996 meeting to oppose certification/licensure for paraprofessionals. Another member stated four other charges in the legislation needed to be addressed: 1) entry level standards for educational assistants and paraprofessionals, 2) training and experience to be required of educational assistants and paraprofessionals, 3) the development of examinations for entry into educational and paraprofessional careers, and 4) career ladders that educational assistants and paraprofessionals can anticipate following.

The Chair reviewed HB 1309 which states that the task force "shall review" the four charges noted above in addition to the licensing of educational assistants and paraprofessionals. Del. Marriott excused herself from the meeting.

The Chair recommended that the MSTa guidelines could be used as a starting point. Since guidelines are "discretionary" for LSSs and the proposed MSTa guidelines include "mandatory" language, some members felt the issue needed clarification. Additional guidelines could be submitted at the next meeting.

Discussion continued regarding "best practices" and mandating standards to an employer which should be left to the employer. The task force discussed recommending that entry level standards be set by the local board of education. Members discussed establishing at least minimum standards. One member cited the reason for the legislation was that a high school diploma or equivalency is sometimes not a standard and often there is no training.

MABE and the Public School Superintendents Association of Maryland (PSSAM) want to keep local autonomy and not compromise local control. One member felt some LSSs have paraprofessionals working that have not had criminal background and fingerprint checks. The group was reminded that, by law, every LSS must do criminal background and fingerprint checks for employees.

A member asked if working conditions would be a part of collective bargaining or educational policy? The group was reminded that there are ten eastern shore counties where paraprofessionals don't have bargaining rights.

1) Entry Level Standards for Paraprofessionals

The group suggested the following: The local board of education should set standards appropriate for paraprofessional positions in concert with employees and bargaining units that include:

- . A minimum education requirement of high school diploma or GED.
- . Appropriate training for position.

LBE Criminal records check.

Recommend that current employees

MOTION by Dr. Wolfe, Seconded by Dr. Leak.

To delete "in concert with employees and bargaining units."

In favor: 11. Opposed: 9.

Mr. Lazarewicz suggested adding "outside the collective bargaining process."

MOTION by Mr. Lazarewicz, Seconded by Dr. Leak.

To insert "outside the collective bargaining process."

In favor: 5. Opposed: 14. Abstention: 1.

The task force agreed that the lead-in language for "Entry Level Standards for Paraprofessionals" would be: "In consultation with interested parties, the local board of education should set standards for the entry level of paraprofessionals that are appropriate for the position and that include: (see three bullets above).

he encouraged to

Chairman continued regarding "left issues" and regarding standards to an employer which should be left to the employer. The fact that standards recommending that entry level standards be set by the local board of education. Standards should be set by the local board of education. One member asked the question for the legislation was that a high school diploma or college degree a requirement for a standard and often there is no training.

MARR and the Public School Superintendent Association of Michigan (PSA) want to keep local autonomy and not compromise local control. One member stated that PSA have representatives working that have not had criminal background and drug/alcohol. The group was reminded that by law, every PSA must do criminal background and drug/alcohol checks for employees.

A member asked if working conditions would be a part of collective bargaining or educational policy. The group was reminded that there are two separate things: collective bargaining and educational policy. The group was reminded that there are two separate things: collective bargaining and educational policy.

1) Entry Level Standards for Paraprofessionals

The group suggested the following: The local board of education should set standards appropriate for paraprofessional positions in contact with employees and working with the students.

A minimum education requirement of high school diploma or GED.

Appropriate training for position.

Criminal record check.

Chairman asked if there are any other suggestions.

MOTION by Dr. Wolff, seconded by Dr. Lusk.

To direct in contact with employees and paraprofessionals.

In favor 12 Opposed 4

Mr. Lusk asked suggested adding "outside the collective bargaining process."

MOTION by Mr. Lusk, seconded by Dr. Lusk.

To direct outside the collective bargaining process.

In favor 2 Opposed 14 Abstained 1

The task force stated that the reason language for "Entry Level Standards for Paraprofessionals" would be "in consultation with interested parties, the local board of education should set standards for the entry level of paraprofessionals that are appropriate for the position and qualifications (see later section above).

See recommendations

*In consultation w interested parties, the
Committee recommends that the LBE...*

2) Training and Experience for Paraprofessionals

- . Prior to classroom assignment [where feasible], provide orientation and/or training commensurate with the responsibilities of and the previous training/experience of the paraprofessional.
- . Provide additional inservice during any probationary employment which provides knowledge, abilities, and skills necessary to perform effectively in the job.
- . Provide ongoing inservice training with LSS credits for career advancement to include training in new techniques, instruction, and equipment.

MOTION by Ms. Johnson, Seconded by Ms. Lytle.

To delete “, where feasible,”

In favor: 16. Opposed: 4.

Tuition reimbursement for college credit would be an unfunded mandate for the LSSs. Nothing precludes the task force from recommending to the legislature to fund a mandate. “Credit” doesn’t mean college credit. The intent was for credit for advancement in a LSS.

MOTION by Ms. Kehr, Seconded by Ms. Johnson.

To accept language for “Training and Experience.”

In favor: 18. Opposed: 2.

MOTION by Mr. Hendershot, Seconded by Ms. Johnson.

To add at the beginning of each of the recommendations the task force must address in HB 1309 including entry level standards, training and experience, development of examinations, and career ladders: “In consultation with interested parties, the committee recommends that the local board of education.”

No vote was taken.

MOTION by Mr. Hendershot, Seconded by Ms. Berman.

To table adding at the beginning of each of these charges: “In consultation with interested parties, the committee recommends that the local board of education.” until the next meeting.

In favor: 15. Opposed: 3. Abstention: 2.

Mr. Hendershot announced the agenda items for the next meeting:

- ✓ Whether or not the group will be able to accomplish its mission by the end of the next two scheduled meetings or will it need another meeting.
- ✓ Organizational feedback for deliberation.

Minutes of Paraprofessional Task Force

Wednesday, November 7, 1996

6

Members present: Barbara Abramson, Judy Berman, Kandace T. Chase, Harriett Ghee, Beatrice Gordon, Thomas Hendershot, Judy Hendrickson, Gloria Horneff, Marcella Kehr, Bob Lazarewicz, Lawrence E. Leak, Ann Lytle, Sandra Marx, Gail Riley, Jean F. Sax, Rosemary Wolfe.

Mr. Thomas Hendershot, Esq., chaired the meeting. Minutes of the October 23, 1996 meeting were discussed and accepted.

A motion was made to adjust the meeting's agenda to include a review of PSSAM's Paraprofessional Guidelines (see attached). After discussion, it was determined that guidelines are not mandatory and their use should remain an LSS decision.

An amendment was voted on and denied (4 in favor, 10 opposed, 1 abstention) to change the language under Entry Level Standards for Paraprofessionals from "should set standards for the entry level of paraprofessionals" to "is encouraged to set standards for the entry level of paraprofessionals".

A motion was made, voted on, and denied (5 in favor, 9 opposed, 1 abstention) to include PSSAM's entry level standards in the Task Force recommendations. The discussion included:

- LSS's already have authority to establish guidelines
- PSSAM's guidelines add clarity
- Guidelines are self evident, causing no harm, but not necessary.

A discussion on PSSAM's Guideline #2, Training and Experience Requirements for Paraprofessionals included:

- language "LSS's should" changes to "LSS's should be encouraged to provide training and experiences"
- the above language is needed because of the funding issues surrounding training
- either LEA's should, or should not, provide training
- training of paraprofessionals should be left to the LSS's discretion
- language "should" is not the same as "shall"
- legislative intent was not mandatory guidelines, but recommendations.
- cost factors are up to each LSS. Money is not an issue for Task Force, needs are.

A vote was taken, and opposed, (5 in favor, 10 opposed) to include #2 language from PSSAM's Guidelines on Training and Experience Requirements. :

A motion to use PSSAM's language on Entry Level Examination was introduced and seconded.

A discussion on item #3 of PSSAM's guidelines on Entry Level Examinations included:

- entry level exam should remain with LSS
- special education requirements could mean various exams would need to be given
- difficulties developing exams which are valid, reliable and legally defensible
- exams could deter people from applying for paraprofessional positions
- decision was made not to require licensure/certification..how can exam be required?
- limited or no real education classes or staff development specifically designed for paraprofessional
- consider possible motion that the Task Force not take a position at this time regarding entry level requirements
- opportunities vary between jurisdictions or are not available
- before development of exam, need to establish student needs, job description, etc. for each position
- need task analysis prior to exam
- not prudent for Task Force to recommend too many different classifications in the State of Maryland
- as students move on, would paraprofessional need to take another exam for another position?
- recommendation not to make entry level exam an option for entry in paraprofessional career
- specific competencies not clearly defined
- should functional testing skills, i. e., reading, writing, etc., be required
- minimum competencies would be different for each classification
- all under jurisdiction of local school system
- no one size fits all entry level exam
- special ed skills needed would be varied, i. e., not necessary for transportation aide.

The Task Force proposed no recommendation regarding requiring entry level exams, but will explain reasoning specifically in the Task Force Report.

Task Force discussed item #4, Career Ladders, on PSSAM's suggested guidelines. The discussion included:

- 1980's Civiletti Committee studied the issue of career ladders and could not come up with consensus on topic
- previous literature on career ladder leads to career path, especially to that of classroom teacher
- career ladder moves refer to movement from one paraprofessional position to another
- career ladder relates to salary scale
- some jurisdictions already classify and offer different salary grades, i. e., Chapter 1 aide and special education aide may be on different pay scale
- higher responsibility levels should reflect higher pay
- recommend LSS's development plan address career mobility, or make no recommendation at all.

A motion was offered and seconded to recommend to the Legislature that a committee be formed to study career ladder issues. This committee should consist of all interested parties, similar to this Task Force's membership.

Discussion issues included:

- concerns regarding asking the Legislature to form another committee
- should come under SBOE or MSDE. Legislature should not legislate beyond their control.
- Debate whether the Legislature has authority or not. Legislature gives their authority to State Board of Education/State Department of Education.
- local issue only - local autonomy
- issue of time, final report due December 1996.

The previous motion was restated; the Legislature should require or mandate that the SBOE form a committee. Motion was seconded. A similar discussion took place regarding the above mentioned issues. The motion was changed because legislation would really not be needed should the Task Force recommend that the State Board of Education establish a committee to study career ladders. The motion failed, 5 in favor, 11 opposed.

A motion was offered and seconded to accept PSSAM's proposal on Career Ladders. An amendment was offered to delete the word consider and change developing to develop. Recommended language is to include: "In consultation with interested parties, the local board of education should develop...." A friendly amendment was offered: "LEA's will develop".

Discussion was held related to an unfunded mandate. "Support should" is not the same as "support will". The friendlier amendment was withdrawn. A vote was taken on the original amendment, 14 in favor, 2 opposed.

The language on PSSAM's Paraprofessional Guideline #4, Career Ladders, was discussed in great detail. Amendment was offered, seconded, voted and approved (11 in favor, 4 opposed, 1 abstention) to replace in the first sentence: "on entry-level standards and training experience requirements". Amendment was offered and approved to add "in consultation with". Amendment was offered and approved to add "and job responsibilities". The final approved item #4 Career Ladders now reads:

In consultation with interested parties, local education agencies should develop career ladders for paraprofessionals based on entry level standards, training, and job responsibilities.

A motion was offered and seconded to establish a time line for implementation by the end of the 1996-1997 school year. Discussion issues included:

- clear fiscal impact
- more prudence needed to reflect new budget cycle, at least until August 1997
- time frames/budget limitations
- LSS's should establish their own time lines.

The amendment for the inclusion of a time line was withdrawn.

Another motion was offered proposing that the Task Force recommend to the Legislature that reports be requested from the LSS's to the Task Force by the end of the school year indicating the status of their work. After a brief discussion on time frames etc., the motion was withdrawn.

A motion was made and seconded to recommend to the Legislature that reports be requested from the LBE's by January 1998, regarding their progress.

A friendly amendment was offered requiring the reports be sent to the State Superintendent of Schools. Language should include that appropriate parties will be properly

informed (local superintendents and local boards do not want mandates.) The amended language was approved. A friendly amendment was proposed changing the date from January 1998 to January 15, 1999 for submission of reports. After discussion, this amendment was withdrawn.

A vote was taken and passed (10 in favor, 5 opposed, 1 abstention) on changing the date of submission of reports to September 30, 1998.

Mr. Hendershot proposed that the Task Force's report reflect strong language which should include:

- respect for paraprofessionals
- expression of extent of feelings statewide
- addressing lack of respect for paraprofessionals by leadership and other professionals
- addressing the value of these positions.

The language from Marcella Kehr's Guideline #4 was accepted. (See attached.)

Discussion was held to add language indicating that all paraprofessionals are to be grandfathered in with respect to any recommendation of this Task Force. Requiring a GED or high school diploma should be addressed at the local level.

The following is the approved language to be added to Entry Level Standards for Paraprofessionals:

Recommend that local BOE's and school systems grandfather in current employees who may be impacted by the minimum education requirement of a high school diploma or GED.

The meeting was adjourned.

PSSAM
Paraprofessional Guidelines

1. Entry Level Standards

Establishing entry level standards for paraprofessionals must be maintained at the local school system level. There are several reasons for this position, including but not limited to the following:

- There are many diverse and changing instructional, educational, student-management and other student related needs at the school building and school system level that can best be addressed locally.
- There are immense "worker readiness/preparation" differences among various school systems throughout the state. These prospective employee differences among local school systems must be given serious consideration by local school systems in establishing entry level standards for paraprofessionals.
- Individual schools and local school systems are in the best position to determine the needs of student and to subsequently employ paraprofessional to assist in meeting the needs of students.

Local school systems should be encouraged to establish entry-level standards reflective of the three (3) aforementioned reasons.

2. Training and Experience Requirements

Training and experiences requirements for paraprofessionals must also be established at the local school system level. Local school systems should be encouraged to provide training commensurate with the respective position responsibilities, school needs and objectives, and student needs.

3. Entry Level Examinations

The decision whether or not to utilize entry level examinations for prospective employees (paraprofessionals) should rest with local school systems. Local school systems should be encouraged only to develop and utilize entry level examinations after careful consideration of school-based student needs.

4. Career Ladders

Local school systems should consider developing career ladders for paraprofessional based on local school system needs and conditions. For example, in a very small school system with relatively few paraprofessionals who have limited job responsibilities, establishing a career ladder would be very difficult. To the contrary, larger school systems would have considerably more flexibility in the context of initiating a career ladder program.

2.2.1. School system

Establishing entry level standards for primary schools must be understood in the local school system level. There are several reasons for this process, including but not limited to the following:

- There are many diverse and changing local needs at the school level, and school system level that can best be addressed locally.
- There are many "policy implementation" differences among various schools systems throughout the time. These differences may give different results among local school systems and be given various results among local school systems. Establishing entry level standards for primary schools.
- The school system and local school system are in the best position to identify the needs of students and to respond to them. It is necessary to identify the needs of students.
- Local school system should be encouraged to establish entry level standards in order to be able to respond to the needs of students.

2.2.2. School system development

The entry level standards for primary schools must also be established at the local school system level. Local school system should be encouraged to provide training and support to the entry level standards, school system and system.

2.2.3. Entry level standards

The entry level standards for primary schools must be established at the local school system level. Local school system should be encouraged to provide training and support to the entry level standards, school system and system.

2.2.4. Entry level standards

Local school system should develop entry level standards for primary schools. Local school system should be encouraged to provide training and support to the entry level standards, school system and system.

Minutes of Paraprofessional Task Force

Tuesday, November 19, 1996

Members present: Barbara Abramson, Debbie Bostian, Beatrice Gordon, Thomas Hendershot, Judy Hendrickson, Gloria Horneff, Marcella Kehr, Bob Lazarewicz, Lawrence Leak, Ann Lytle, Sandra Marx, Sarah Matisick, Judith Perkins, Jean Sax, Rosemary Wolfe.

Mr. Thomas Hendershot, Esq., chaired the meeting. A motion was made to accept the agenda for the day's meeting. Moved by Matisick and seconded by Leak, the vote was unanimous.

A motion was made to approve the November 6, 1996 minutes as written. Moved by Leak and seconded by Hendrickson, the vote was unanimous.

The Chair asked the group to review the draft Report of the Paraprofessional Task Force and to point out anything contrary to or inconsistent with the group's deliberations. Dr. Leak asked the group to submit grammatical or syntax changes to him or Ms. Janet Marsh.

Mr. Hendershot suggested changing #4 on page 8 to read "The task force recommends to the General Assembly that the Report of the Paraprofessional Task Force be made available to the local boards of education and have them submit an update on the status of the recommendations to the State Superintendent of Schools by September 30, 1998." Dr. Leak indicated that the task force's charge is to report to the Governor and the General Assembly, and it is up to them what they do with the Report. Mr. Hendershot's suggestions would overstep the boundary of the charge of the task force. Mr. Hendershot explained that he did not mean for the task force to send the Report to the local boards of education but rather recommend that the General Assembly send the Report to the local board of education. Two members said local boards of education should receive a copy of the Report.

A motion was made to include, "The task force recommends that the Legislature make this Report available to the local school systems for their deliberations." Moved by Hendershot and seconded by Gordon, no vote was taken.

A motion was made to remove "if the General Assembly takes action on the Report of the Paraprofessional Task Force, then". Dr. Leak reiterated that by doing this the task force would be overstepping their charge. Moved by Hendershot and seconded by Lytle, no vote was taken.

A motion was made by Hendrickson to include, "The task force recommends the General Assembly request the local boards of education to provide a report on the

Minutes of Paraprofessional Task Force

Tuesday, November 12, 1985

Members present: Barbara Abington, Debbie Bollen, Barbara Gordon, Thomas Henderson, Judy Henderson, Gloria Howell, Myrtle Kirk, Bob Lazzarino, Lawrence Lusk, Ann Lyle, Sandra Lusk, Susan Mink, Judith Peltier, Jean Sax, Rosemary Wolff.

Mr. Thomas Henderson, Ed., chaired the meeting. A motion was made to accept the agenda for the day's meeting. Moved by Mink and seconded by Lusk, the vote was unanimous.

A motion was made to approve the November 6, 1985 minutes as written. Moved by Lusk and seconded by Henderson, the vote was unanimous.

The Chair asked the group to review the first report of the Paraprofessional Task Force and to point out anything contrary to or inconsistent with the group's deliberations. Dr. Lusk asked the group to submit grammatical or syntax changes to him or Mrs. Janet Marsh.

Mr. Henderson suggested changing the page # to read "The task force recommends to the General Assembly that the Report of the Paraprofessional Task Force be made available to the local boards of education and have them submit an update on the status of the recommendations to the State Superintendent of Schools by September 30, 1986." Dr. Lusk indicated that the task force's change is in regard to the Governor and the General Assembly, and it is up to them what they do with the Report. Mr. Henderson's suggestions would overturn the boundary of the change of the task force. Mr. Henderson explained that he did not mean for the task force to send the Report to the local boards of education, but rather recommend that the General Assembly send the Report to the local boards of education. Two members said local boards of education should receive a copy of the Report.

A motion was made to include "The task force recommends that the legislature make the Report available to the local school systems for their deliberation." Moved by Henderson and seconded by Gordon, no vote was taken.

A motion was made to remove "The General Assembly takes action on the Report of the Paraprofessional Task Force." Dr. Lusk reiterated that by doing this the task force would be overlooking their charge. Moved by Henderson and seconded by Lyle, no vote was taken.

A motion was made by Henderson to include "The task force recommends the General Assembly request the local boards of education to provide a report on the

status of implementation of the recommendations of this task force to be submitted to the State Superintendent of Schools by September 30, 1998."

Vote: For 11 Against 4.

A member disagreed with the salaries statement on page 3. Mr. Hendershot recommended "Variances in salaries for educational assistants and paraprofessionals are measured by their educational background. Other local school systems measure salary variances by the type of job duties of the paraprofessional or by the paraprofessional's experiences." Data should also be included.

A member stated that the word "always" on the second line of the first paragraph on page 4 should be removed because that's not what is happening. Mr. Hendershot agreed.

A motion was made to accept the draft Report as amended and/or changed consistent with the day's recommendations. Moved by Leak and seconded by Sax, the vote was unanimous.

A member suggested that more thorough references should be included on the background of the recommendations. Mr. Hendershot stated that staff would do that.

Mr. Hendershot thanked the group on behalf of the Governor and himself. He felt the work of the task force was reasonably important and that it will help the relationship between paraprofessionals and management.

Dr. Leak recognized staff for their work. He congratulated and commended Mr. Hendershot for his demonstrated leadership and for giving everyone an opportunity to present.

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PRESENTED TO

The Honorable Parris N. Glavin
Governor

The Honorable Casper R. Taylor, Jr.
Speaker, House of Delegates

The Honorable Thomas V. Miller, Jr.
President, Senate

December 1996

status of implementation of the recommendations of this task force is submitted to the State Superintendent of Schools by September 30, 1983.
Vote: For 11. Against 4.

A member disagreed with the earlier statement on page 2. Mr. Henderson recommended "variance in salary for educational assistants and paraprofessionals be measured by their educational background. Other local school systems measure salary variance by the type of job duties of the paraprofessional or by the paraprofessional's experience." Data should also be included.

A member stated that the word "always" on the second line of the first paragraph on page 4 should be removed because that's not what is happening. Mr. Henderson agreed.

A motion was made to accept the staff report as amended and/or changed consistent with the day's recommendations. Moved by Leek and seconded by Sax. The vote was unanimous.

A member suggested that more thorough references should be included on the background of the recommendations. Mr. Henderson stated that staff would do that.

Mr. Henderson thanked the group on behalf of the Governor and himself. He felt the work of the task force was necessarily important and that it will help the relationship between paraprofessionals and management.

Dr. Leek recognized staff for their work. He complimented and commended Mr. Henderson for his demonstrated leadership and for giving everyone an opportunity to present.

A MINUTES PAGE

REPORT OF THE PARAPROFESSIONAL TASK FORCE

PRESENTED TO

**The Honorable Parris N. Glendening
Governor**

**The Honorable Casper R. Taylor, Jr.
Speaker, House of Delegates**

**The Honorable Thomas V. Miller, Jr.
President, Senate**

December 1996

Paraprofessional Task Force Membership

**The Honorable Thomas R. Hendershot, Esquire
Chairperson**

**The Honorable Michael J. Collins
The Honorable David R. Craig
The Honorable Salima S. Marriott
The Honorable Betty Workman**

The Honorable Beatrice Gordon

**Ms. Barbara Abramson
Ms. Judy Berman
Ms. Debbie Bostian
Ms. Kandace Chase
Ms. Harriett Ghee
Ms. Judy Hendrickson
Dr. Gloria Horneff
Ms. Lorretta Johnson
Ms. Marcella Kehr
Mr. Bob Lazarewicz
Dr. Lawrence E. Leak
Ms. Ann Lytle
Mrs. Sandra Marx
Ms. Sarah Matisick
Ms. Judith Perkins
Ms. Gail Riley
Ms. Jean Sax
Dr. Rosemary Wolfe**

Staff to the Task Force

**Ms. Janet Marsh
Ms. Renee Spence**

**For more information, contact:
Janet C. Marsh, Branch Chief
Certification Branch
Division of Certification and Accreditation
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201**

REPORT OF THE PARAPROFESSIONAL TASK FORCE

Introduction

Nearly a half million educational assistants and paraprofessionals work in our nation's schools. More than 8,000 are employed in Maryland's public schools. Educational assistants and paraprofessionals bring a wealth of community knowledge and information about their students to the work place. Educational assistants and paraprofessionals know the neighborhoods, families, and culture that form the school's community. Many have served years as instructional assistants and bring substantial on-the-job knowledge with them to create innovative and secure learning environments for students.

Even though educational assistants and paraprofessionals bring this wealth of knowledge and experience to Maryland classrooms, educational assistants and paraprofessionals feel that school systems may not value or reward their efforts. This perceived lack of respect for educational assistants and paraprofessionals by professional educators is of concern to task force members.

The task force approached its charge based on the premise that local school systems must create work environments that promote dignity and respect for educational assistants and paraprofessionals. Local school systems should recognize the crucial role educational assistants and paraprofessionals play in supporting and extending instruction to increase student learning.

This report represents the work of the Paraprofessional Task Force. The report provides an overview of legislation introduced in the Maryland General Assembly regarding educational assistants and paraprofessionals and specifically reviews House Bill 1309 which created the Paraprofessional Task Force. The report identifies the members of the task force, the legislative charge to the task force, and the recommendations resulting from the work of the task force.

Legislative History

Legislation requiring the state-wide certification/licensure of educational assistants and paraprofessionals was introduced in the Maryland General Assembly by House Bill 637 in 1991, House Bill 760 in 1992, House Bill 803 in 1993, and House Bill 794/Senate Bill 705 in 1995. Several of these bills came to the attention of the legislature at the request of representatives of collective bargaining for educational assistants and paraprofessionals in the City of Baltimore. These bills were heard by the House Ways and Means Committee but were never voted upon.

In 1996, House Bill 1309 was passed by the Maryland General Assembly. The legislative intent of House Bill 1309 was to establish a task force to study and make recommendations on the licensure of educational assistants and paraprofessionals who work with the children in the public schools of this State; provide for the membership of the task force; provide for its staffing; and, require a report to the Governor and the General Assembly by December 15, 1996.

Paraprofessional Task Force Membership

The Paraprofessional Task Force worked under the leadership of The Honorable Thomas R. Hendershot, Esquire. Mr. Hendershot, Chair of the Paraprofessional Task Force, was appointed

by the Honorable Parris N. Glendening, Governor. Consistent with the requirements of House Bill 1309, the task force was composed of 24 members. A complete list of task force members is included in Appendix A.

Charge to the Paraprofessional Task Force

The "charge" set forth in House Bill 1309, which created the Paraprofessional Task Force resolved that "the task force shall review the present utilization of educational assistants and paraprofessionals by the county boards of education and make recommendations on:

- 1) Entry level standards for educational assistants and paraprofessionals;
- 2) Training and experience to be required of educational assistants and paraprofessionals;
- 3) The development of examinations for entry into educational and paraprofessional careers;
- 4) The licensing of educational assistants and paraprofessionals;
- 5) Career ladders that educational assistants and paraprofessionals can anticipate following; and
- 6) Other matters that the Task Force considers of significance."

Work of the Paraprofessional Task Force

During the fall, the task force convened six meetings at the Maryland State Department of Education on the following dates: September 10, 1996; September 20, 1996; October 9, 1996; October 23, 1996; November 6, 1996; and November 19, 1996. All meetings of the task force commenced at 9:30 a.m. and concluded at 12:30 p.m.

The task force proceeded on a work schedule that allowed for a review of literature on educational assistants and paraprofessionals and a review of a state-wide survey on educational assistants and paraprofessionals. The task force then turned its attention to an analysis of the job descriptions for educational assistants and paraprofessionals used by local school systems in order to adopt a common definition for educational assistants and paraprofessionals to be used by the task force.

The task force also heard a presentation from counsel of the Office of the Attorney General regarding legal issues surrounding the certification/licensure of educational assistants and paraprofessionals. Each of these activities are discussed below.

Review of literature on educational assistants and paraprofessionals. Prior to the first

meeting of the task force, an extensive list of reading materials related to educational assistants and paraprofessionals was generated. The task force received copies of much of the current material available in order to gain further knowledge on issues germane to educational assistants and paraprofessionals.

State-wide survey on educational assistants and paraprofessionals. A survey presented to local school system directors of personnel provided a state-wide picture of educational assistants and paraprofessionals. An analysis of the survey revealed the following:

- Approximately 8,000 full-time educational assistants and paraprofessionals are employed by local school systems.
- There are as few as 45 educational assistants and paraprofessionals in one local school system and as many as 2,000 in another.
- Educational assistant and paraprofessional positions are funded through state, local and/or federal funds.
- Salaries for educational assistants and paraprofessionals are commensurate with their educational background.
- Most of the educational assistants and paraprofessionals are represented by one of four collective bargaining units: Montgomery County Council for Support Service Employees; Maryland State Teachers Association; Baltimore Teachers Union; and the American Federation for State, County and Municipal Employees.
- The fiscal impact of certifying/licensing educational assistants and paraprofessionals would result in additional costs for personnel office staff and Department staff needed to process the appropriate materials for certification/licensure purposes and the increased costs associated with salary/benefits for a new class of licensed employees.

Analysis of job descriptions. The task force selected and reviewed the job descriptions of educational assistants and paraprofessionals from 14 local school systems. The local school systems included: Allegany, Anne Arundel, Baltimore County, Calvert, Cecil, Garrett, Harford, Howard, Kent, Montgomery, Prince George's, Queen Anne's, Talbot, and Washington. While the class of individuals serving in the capacity of educational assistants and paraprofessionals contained great similarity in terms of their overall job-related responsibilities, the job titles used by local school systems varied greatly. In the selected local school systems reviewed by the task force, there were over 25 different job titles (e.g. attendance monitor assistant, Chapter 1 assistant, foreign language assistant, health assistant, instructional assistant, special education

assistant, etc.).

An analysis of job descriptions underscored the fact that educational assistants and paraprofessionals always work under the direct supervision of certificated educators and/or professional individuals. Moreover, a common core of duties for educational assistants and paraprofessionals emerged. These duties are as follows:

- Assists in the follow-up of instructional activities as planned and presented by the classroom teacher;
- Prepares and operates the necessary instructional and audio-visual materials;
- Provides a variety of clerical tasks (e.g. correcting paper, taking daily attendance, etc.);
- Monitors the safety and behavior of students; and
- Performs other duties as assigned by the supervisor.

Common definition for educational assistants and paraprofessionals. After extensive deliberations, the task force adopted a common definition for educational assistants and paraprofessionals. Educational assistants and paraprofessionals are defined as employees:

1. Whose positions are primarily instructional in nature and may also include the delivery of other direct or indirect services to children, youth and/or their parents; and,
2. Who work under the direction and supervision of a certificated staff member who is responsible for the overall conduct and management of the education and related services programs, including the design, implementation and evaluation of such programs, and the assessment of the impact on student progress and other education outcomes.

Legal issues surrounding the certification/licensure of educational assistants and paraprofessionals. Counsel from the Office of the Attorney General presented to the task force legal issues that need to be addressed if certification/licensure for educational assistants and paraprofessionals were recommended by the task force. The following issues were presented and discussed.

- Since the Professional Standards and Teacher Education Board and the Maryland State Board of Education do not have the authority to issue requirements for certification or licensure of educational assistants and paraprofessionals,

authorizing statutes need to be changed through legislation passed by the Maryland General Assembly.

- A grandfather clause may need to be considered for educational assistants and paraprofessionals employed by local school systems prior to the implementation of licensure/certification.
- The State Superintendent of Schools must keep records, credentials, and diplomas for all certificated employees. Certification/licensure for an additional 8,000 educational assistant and paraprofessional employees has a significant fiscal impact for the Division of Certification and Accreditation at the Maryland State Department of Education.
- Contracts for educational assistants and paraprofessionals need to address the 2-year probationary period similar to that found in contracts for teachers. Tenure and dismissal need to be addressed through regulations as well.
- Collective bargaining for educational assistants and paraprofessionals needs to be addressed. Authorizing statutes need to be changed through legislation passed by the Maryland General Assembly.
- Reciprocity for educational assistants and paraprofessionals who move from state to state needs to be clarified through the Interstate Certification Contract.
- An appeal process/system needs to be established to determine rulings on certificated staff who do not fulfill or complete specific certification/licensure requirements.
- COMAR needs to address personnel issues such as attendance, notification of sick leave, death leave, loss of pay, and evaluation requirements.
- The impact of certification/licensure on paraprofessionals who work with special education students may cause a liability issue with respect to due process under the Individuals With Disabilities Education Act. For example, parents/guardians could claim their child is not receiving services from individuals having the highest requirements in the State applicable to educational assistants and paraprofessionals and could request a due process hearing for private placement reimbursement and attorney fees if one jurisdiction certifies educational assistants and paraprofessionals and other jurisdictions do not.

Paraprofessional Task Force Recommendations

After careful deliberations, the task force makes these recommendations to the Governor and the General Assembly.

Entry level standards for educational assistants and paraprofessionals. The task force recommends the following: In consultation with interested parties, local boards of education should set entry level standards for educational assistants and paraprofessionals that are appropriate for the position and include:

- A minimum education requirement of a high school diploma or general education diploma;
- Appropriate training for the position; and
- A criminal records check consistent with the Family Law Article.

The task force further recommends that local boards of education grandfather current employees who may be impacted by the minimum education requirement of a high school diploma or general education diploma.

Training and experience to be required of educational assistants and paraprofessionals. The task force recommends the following: In consultation with interested parties, local boards of education should provide orientation and/or training to all educational assistants and paraprofessionals. This training should be commensurate with the responsibilities of and the previous training/experience of the educational assistant and paraprofessional. Training should begin prior to assignment in the classroom continuing through any probationary employment and be an integral part of a process leading to career advancement for educational assistants and paraprofessionals. Training should enhance the knowledge, skills, and abilities of educational assistants and paraprofessionals so they can perform effectively in the job. Successful completion of training activities should be formally recognized as a legitimate means for educational assistants and paraprofessionals to advance in their career.

The development of examinations for entry into educational and paraprofessional careers. The task force deliberated the issue of an entry level examination for educational assistants and paraprofessionals. After thoughtful discussions, the task force is making no recommendation with respect to an entry level examination for educational assistants and paraprofessionals.

The primary rationale for making no recommendation rests on two key points. First, there is a great variance in job descriptions and job duties for educational assistants and paraprofessionals within and among local school systems across the State. Second, the ability to develop a valid and reliable entry level test is hampered by the wide variance of job descriptions and job duties.

Therefore, the task force felt it would be fair and prudent to render no recommendation on this matter.

The licensure of educational assistants and paraprofessionals. The task force overwhelmingly recommends that no state-issued license be created and required for educational assistants and paraprofessionals who seek to be employed or who are currently employed in local school systems throughout the State.

The task force also overwhelmingly recommends that no state-issued license be created and required for educational assistants and paraprofessionals who seek to be employed or who are currently employed in the City of Baltimore.

Further, the task force overwhelmingly recommends that no state-issued license be created and required for educational assistants and paraprofessionals who seek to be employed or who are currently employed in any single local school system in the State.

Career ladders for educational assistants and paraprofessionals. The task force recommends the following: In consultation with interested parties, local boards of education should develop career ladders for educational assistants and paraprofessionals based on entry level standards, training, and job responsibilities.

Other matters that the Task Force considers of significance. The task force considered four additional matters related to its charge. Each matter received careful attention and the outcomes are presented below.

1. The task force considered and rejected a motion to recommend that the General Assembly create a task force requiring the State Board of Education and the Board of School Commissioners of Baltimore City review the present utilization of educational assistants and paraprofessionals by Baltimore City Public Schools and make recommendations on: 1) Entry level standards for educational assistants and paraprofessionals; 2) Training and experience to be required of educational assistants and paraprofessionals; 3) The development of examinations for entry into educational and paraprofessional careers; 4) The licensure of educational assistants and paraprofessionals; 5) Career ladders that educational assistants and paraprofessionals can anticipate following; and 6) Other matters that the task force considers of significance.
2. The task force considered and rejected a motion to recommend that the General Assembly create a committee to study career ladder issues for educational assistants and paraprofessionals.
3. The task force considered and rejected a motion to recommend that the General Assembly require the State Board of Education create a committee to study career ladder issues for educational assistants and paraprofessionals.

4. The task force recommends that if the General Assembly takes action on the Report of the Paraprofessional Task Force, then an update on the status of the recommendations should be submitted by local boards of education to the State Superintendent of Schools by September 30, 1998.

Conclusion

The members of the Paraprofessional Task Force wish to thank the Governor and General Assembly for the opportunity to study and make recommendations on this matter. Members of the task force also appreciate the chance to serve the citizens of Maryland. We hope this report serves to provide insight and guidance to members of the General Assembly as this issue is deliberated.

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